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ABSTRACT

Developed as a reference tool for the Commission to Study the Future of Community Colleges in Kentucky, this collection of articles and reports examines all aspects of the Kentucky Community College System (KCCS), and includes extensive discussion questions for use by the Commission members in their work. The opening section reviews planned activities for the Commission, and provides brief biographical data on Commission members. The following seven sections of the sourcebook include the following detailed reports: (1) "The Community College Movement and Mission," which includes a copy of Kentucky educational legislation; (2) "Access to Higher Education," which reviews KCCS registration costs, admissions policies, program offerings, enrollment data, student characteristics, instruction, student support services, and remedial education; (3) "College/Community Partnerships," which reviews KCCS partnerships with business and industry, community and state agencies, and other educational institutions; (4) "The Role of Community Colleges in Economic Development," which includes a study of Kentucky economic development issues; (5) "Governance of the Community College System," which includes copies of relevant educational legislative statutes (6) "Resources," which presents data on personnel, instructional resources, computing resources, facilities, budgets, and funding formulas; and (7) "Institutional Effectiveness," which examines college planning and program evaluation procedures, and includes copies of evaluation instruments and surveys. Each section includes a list of discussion questions for the Commission. (PAA)

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AN OVERVIEW
OF THE
COMMUNITY COLLEGE SYSTEM

Prepared for
The Commission to Study the Future of the
Community Colleges in Kentucky

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Community College System
University of Kentucky
1988-89

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Orientation

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

Charge of Duties

Purpose:

In celebration of the 25th Anniversary of the Community College System, a Commission has been established to study the accomplishments of the System, assess its current status, and provide direction looking toward the year 2000. Commission members are involved in shaping the future for the Community Colleges in Kentucky. The Commission established is an official Commission of the University of Kentucky Community College System.

Timeline:

It is anticipated that the Commission will accomplish its work during the 1988-89 academic year. Meeting periods are as listed below:

October 31 - November 1, 1988	October 31 - Marriott, Lexington 6:30 p.m. Reception 7:00 p.m. Dinner 8:00 p.m. Meeting November 1 - Marriott, Lexington 8:30 a.m. - Noon -- Meeting
December 15 - 16, 1988	______________________________
February/March, 1989	______________________________
April, 1989	______________________________

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

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"Toward the Year 2000"

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UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

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Mr. Adkisson is the Mayor of the City of Owensboro. Previously, he served on the staff of the Owensboro Chamber of Commerce for four years as executive vice president. From 1983-1986, he served on the staff of U.S. Senator Wendell Ford and served as Senator Ford's representative to local officials throughout Kentucky.

He received his B.A. degree from Georgetown College and his Master's degree in the field of ethics from Harvard University in 1975.

Peter P. Bosomworth, M.D.

Dr. Bosomworth is Chancellor for the Medical Center at the University of Kentucky. He came to the University of Kentucky in 1962 as Professor and Chairman of the Department of Anesthesiology. He served as Acting Hospital Administrator, Associate Dean for Clinical Affairs and Vice President for the Medical Center before becoming Chancellor in 1982.

He received his B.S. degree from Kent State University and his M.D. from the University of Cincinnati. He also received his M.M.S. from Ohio State University where he served a residency in anesthesiology.

Bert T. Combs

Judge Combs is a member of the Louisville based law firm of Wyatt, Tarrant & Combs. In 1951 he was appointed to a judgeship on the Kentucky Court of Appeals and was later elected to a full-term. He served as Governor of the Commonwealth during the four year term, 1959-1963. In 1967 he was appointed a judge of the United States Court of Appeals for the Sixth Circuit and served until June, 1970. Upon his resignation as Judge of the Sixth Circuit, he became a member of Wyatt, Tarrant & Combs.

He attended Cumberland College from 1929-1931 and graduated from the University of Kentucky College of Law in 1937.

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Ms. Darling is the Director of the Kenan Family Literacy Project, an eighteen month project to attack the cyclical nature of adult illiteracy. She is also Executive Director of Literacy Concepts, Inc., a private, non-profit company which provides assistance to national, state and local efforts to combat adult illiteracy. She has served as a Director with both the Kentucky Department of Education and the U.S. Department of Education.

She received her B.S. degree from the University of Louisville and her Master's degree in Counselor Education from Western Kentucky University. She has completed post-graduate studies in Adult and Community Education at the University of Louisville and Morehead State University.

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Dr. Foster is Secretary, Kentucky Education and Humanities Cabinet. He is a principal partner in State Research Associates in Lexington. From 1977-79, he served as Director of Research for The Council of State Governments in Lexington. From 1974-1977 he was the Director of the Law and Justice Section for the Department of State Services, The Council of State Governments.

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John H. Gray

Mr. Gray is the Manager of Properties & Public Relations at the West Kentucky Division of Island Creek Coal Company in Madisonville. He was previously employed by the University of Kentucky, College of Agriculture for several years. He is Chairman of the Madisonville Community College Advisory Board.

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Mr. Hager is the President of Owensboro Publishing Company (Messenger-Inquirer). He practiced law from 1954-1973 with Sandidge, Holbrook, Craig, & Hager law firm. He then joined the Messenger-Inquirer as Editor and President in July, 1973.

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Dr. Handshoe is a Cardiologist, with a private practice at Highlands Regional Medical Center in Prestonsburg. He is Assistant Clinical Professor of Medicine at the University of Kentucky Medical Center.

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Mr. Harreld is President of Citizens Fidelity Corporation in Louisville. He has served the Citizens Fidelity Bank as Executive Vice President, and in other management positions. His present responsibilities include Correspondent Banking, Trust Division, Corporate Marketing, Capital Markets, Bank Services, and acquisition and management of the Corporation's affiliate banks. He is currently Chairman of the Kentucky Council on Higher Education.

He received his B.A. degree from the University of Louisville and the J.D. degree from the University of Louisville Law School.

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Mrs. Hayes is Deputy Superintendent for Academic Affairs, Fayette County Public Schools. Previously, she served as Assistant Superintendent, as Director of Federal Programs and Adult Education, and as a Supervisor in Elementary and Special Education. From 1953-1965 she was a teacher for grades 1-7. She serves on the Lexington Community College Advisory Board.

She received her B.A. degree from West Virginia State College and her M.A. degree from the University of Kentucky. She has also completed graduate work at the University of Kentucky and Eastern Kentucky University.

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He received his B.S. degree and M.Ed. degree in English from Kutztown State University. He completed his Ed.D. degree in Educational Administration at Lehigh University.

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Dr. Hughes is President of Hazard Community College. Prior to joining Hazard Community College, he served 12 years as an administrator and faculty member at community colleges and universities in New York, Illinois, Tennessee and Arkansas.

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JoAnne James

Mrs. James is Chairman of Forward in the Fifth in Berea, a grass-roots organization formed to support primary and secondary education in the Fifth Congressional District. She has been instrumental in the development of a higher education consortium of colleges and universities servicing the Fifth Congressional District in southeastern Kentucky, the goal of which is to increase the college-going rate of Fifth Congressional District students.

She received her B.S. degree in Elementary Education from Eastern Kentucky University.

Robert L. Johnson

Dr. Johnson is President of Appalachian Regional Healthcare, Inc. He has extensive administrative experience in the fields of health and higher education. He was the founding head of a medical foundation in Boston. Later he came to Lexington as a part of the group which planned and built the University of Kentucky Medical Center. He has served as Vice Chancellor of the Berkeley Campus in California and as Vice President for Administration of the University of California System.

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Mr. Matthews is President and Chief Operating Officer, Kentucky Power Company. Prior to joining Kentucky Power Company in 1967, he served in various engineering and management positions with American Electric Power Service Corporation in New York. He presently serves as Chairman of the Board for First American Bank in Ashland and on the Board of Trustees for Kentucky Independent College Fund.
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Mr. Noe is a Professor at Southeast Community College. He is a ten-year veteran of the Kentucky House of Representatives and Chairman of that Chamber's Education Committee. He also serves on the House Appropriations and Revenue Committee.

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He is a graduate of the University of Kentucky with a B.S. degree in Civil Engineering, Mining Option.

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Mr. Royalty is Secretary, Kentucky Cabinet for Economic Development. He is a former Harrodsburg banker and businessman. He is a long-time leader in field of economic development. Formerly, a Vice President of Citizens Fidelity Bank and Trust Company in Harrodsburg, he was one of the founders of the Harrodsburg/Mercer County Industrial Foundation.

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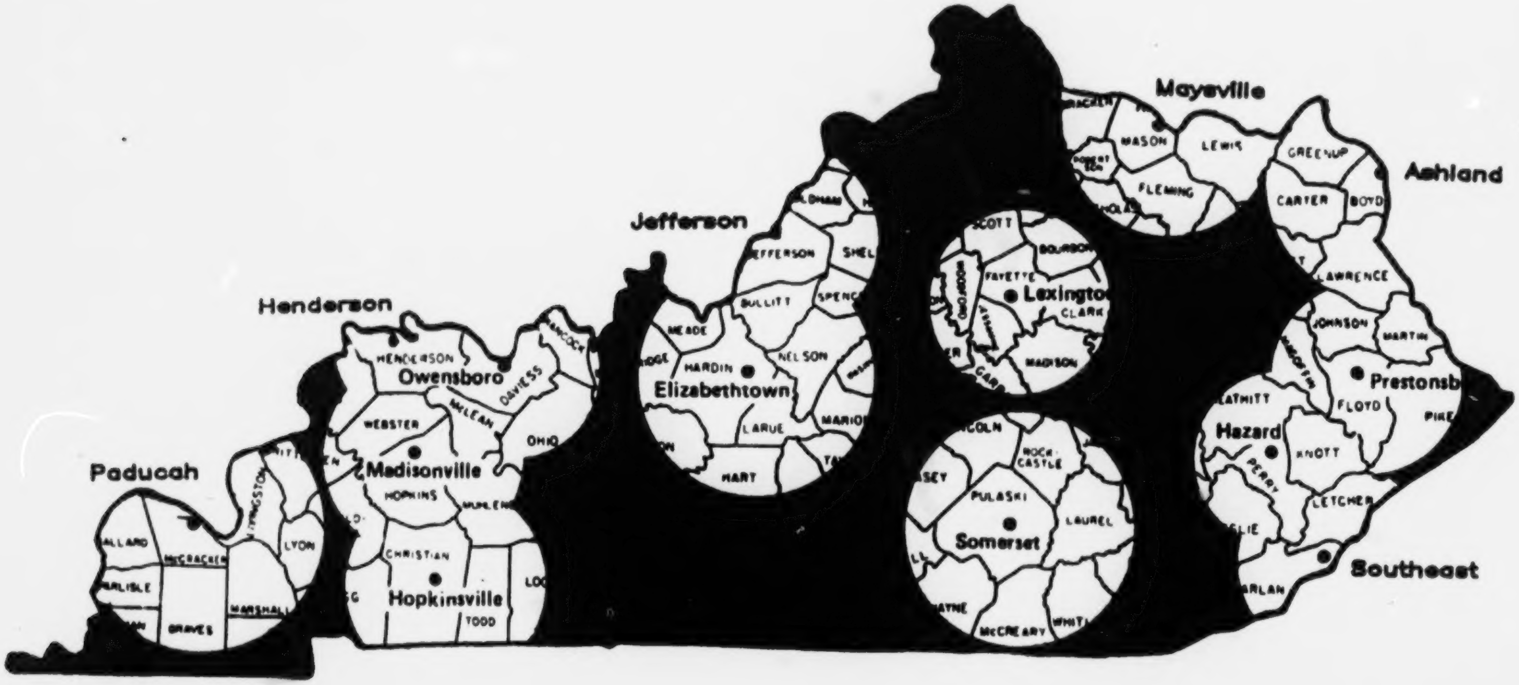
Primary Areas Served by the University of Kentucky Community College System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BUILDING COMMUNITIES: A VISION FOR A NEW CENTURY

A Report of the Commission on the Future of Community Colleges

SEE BACK OF NOTEBOOK FOR COMPLETE REPORT

[Editor's note: The AACJC Board of Directors appointed a commission in 1986 to look at the future of community, technical, and junior colleges. The commission, under the leadership of Honorary Chair Senator Nancy L. Kassebaum and Chair Ernest L. Boyer, released its first report at the AACJC Convention in April 1988. The following is a summary of the principal recommendations of the commission.]

Student and Faculty Recommendations

1. Community colleges should vigorously reaffirm equality of opportunity as an essential goal.
2. Community colleges should develop aggressive outreach plans for disadvantaged students, including early identification programs for junior high school students, and displaced workers, single parents, and veterans of military service.
3. Every college should develop a comprehensive first-year retention program for all full-time, part-time, and evening students, including orientation, advising, an "early warning" system, career counseling, and mentoring arrangements.
4. Community colleges should develop programs to bring together older and younger students and those from different ethnic and racial backgrounds to enrich learning.
5. Every college should commit itself to the recruitment, retention, and professional development of a top quality faculty.
6. Community colleges should increase the percentage of faculty members who are black, Hispanic, and Asian. Efforts should be made to identify and recruit future teachers from among minority students in high schools and colleges, and to provide financial assistance to those planning to teach in community colleges.
7. Every community college should establish a faculty renewal program in consultation with the faculty supported by at least two percent of the instructional budget.
8. An innovative teachers' fund should be developed to provide small grants to faculty members to improve teaching.
9. Every community college should have policies and programs for the selection, orientation, evaluation, and renewal of part-time faculty. However, the use of part-time faculty should be limited to assure that the majority of credits awarded by a college are earned in classes taught by full-time faculty.

Curriculum Recommendations

10. The reading, writing, and computational ability of all first-time community college students should be carefully assessed when they enroll. Students not well-prepared for college-level study should be placed in appropriate developmental courses.
11. All community college students should become proficient in the written and oral use of English. They should complete a collegiate English course emphasizing writing and restricted to no more than 25 students with writing labs providing individual tutoring. Good oral and written communications should be taught in every class.
12. Adult literacy programs should be provided as part of the public service mandate of the community college and defined by statute at the state level.
13. All associate degree students should complete a core curriculum that provides a historical perspective, an understanding of our social institutions, knowledge of science and technology, an appreciation of the visual and performing arts, and an international perspective that includes non-Western culture. The core should be integrated into technical and career programs and be made available to students enrolled in non-degree or part-time programs.
14. Schools and community colleges should join in 2+2 or 2+1 arrangements in which technical studies programs begun in high school are completed in a community college.
15. Experimental "inverted degree" models in which two-year specialized programs offered in a community college be followed by general education sequence offered by a four-year institution should be available in every state.
16. The Associate of Applied Science must provide communication, computational, and problem-solving competencies, as well as technical education skills.
17. Community colleges must develop up-to-date programs that integrate the core curriculum and technical education.
18. Every community college should work with local and regional employers to develop a program of recurrent education to keep the work force up-to-date and well-educated.
19. All community college students should be introduced to the vision of lifelong learning.
20. Adult and continuing education programs should provide enrichment for citizens throughout their lives. These programs should draw upon the intellectual and cultural resources of the college; reflect both community needs and the educational traditions of the institution; and be coordinated with schools, churches, and other groups to avoid unnecessary duplication. Adult education should emphasize civic literacy for adults by focusing on government, public policy, and contemporary issues.

Instructional Recommendations

21. Good teaching must be assured as the hallmark of the community college movement, with students encouraged to be active, cooperative learners through the teaching process.
22. Class size in core curriculum and developmental courses

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should be restricted. All members of the faculty in the core academic program should continually strengthen the literacy skills of their students.

23. Distinguished teaching chairs or other appropriate recognitions should be established at every college.

24. Community colleges should define the role of the faculty member as classroom researcher—focusing evaluation on instruction and making a clear connection between what the teacher teaches and how students learn.

25. Every college should develop a campus-wide plan for the use of technology in which educational and administrative applications are integrated, including incentive programs for faculty to adapt educational technology to classroom needs.

26. Technology should be used to continue to extend the campus, for example, by providing instruction to the workplace and to schools.

27. New uses of technology should be explored to create a national community of educators, transcending regionalism on consequential issues.

Campus Community Recommendations

28. Community colleges should be committed to the building of community beyond the classroom by strengthening the traditions of the colleges as a community of learning.

29. Colleges should make a full range of support services available to all students, including on weekends and evenings.

30. Counselors should work in close collaboration with faculty, and non-faculty personnel should also be involved in the building of community on campus.

31. Community colleges have a special obligation to break down separation based on age, race, or ethnic background.

32. Each community college should coordinate its international activities and use foreign students as campus resources for enriching knowledge and perspective of other countries.

33. Community colleges should encourage the development of service programs and relate these to classroom learning.

Community Partnership Recommendations

34. Every community should organize a school/college consortium to provide continuity in general and technical curricula; to provide teacher/faculty development; to identify at-risk youth beginning in junior high school; to provide enrichment programs to assist these students to complete high school; and to report on the academic performance of their students.

35. The transfer function of the community college should be strengthened to assist more students earn the baccalaureate degree. A special commitment should be made to increase the transfer rates among black and Hispanic students.

36. Coherent transfer arrangements must be insured in every state, including the coordination of academic calendars and common course numbering in general education sequences.

37. Community colleges must serve as a major resource in promoting economic development in their states or regions.

38. Regional clearinghouses should be established to keep track of emerging workforce needs in areas served by community colleges.

39. Partnerships that meet the training and retraining needs of employers, as well as exchanges that provide continuing education opportunities for faculty, should be increased.

40. Alliances with employers should be carefully integrated into existing community college programs and interests.

Leadership Recommendations

41. Strong presidential leadership is required to build community. Community college presidents should not only be effective administrators, but they must also be able to inspire and convey values and vision.

42. Community colleges should make special efforts to recruit leaders who are women or members of minority groups.

43. The president should be the foremost advocate for teaching and learning at the college.

44. Community college governance should be strengthened; its fundamental purpose should be to renew the community as a whole through a wide range of decision-making processes.

45. Faculty leaders should participate actively in governance, and substantive leadership development experiences should be made available for faculty and administrators.

46. The role of community college trustees should be strengthened. Trustees should select an effective leader, define institutional goals, and monitor their achievement. Professional development for trustees should be expanded.

47. The role of the board of trustees and that of internal governance functions should not be confused. Faculty, staff, and student representatives should not be appointed or elected to boards as voting members.

48. Public financing of community colleges should be strengthened. State funding formulas should fully acknowledge the nature of services provided to part-time students and the level of support required to serve underprepared students.

49. Corporations, private foundations, and philanthropies shouldbe urged to remove policies that restrict or prohibit giving to community colleges.

50. Business and industry should be encouraged to help underwrite start-up costs of technical programs in emerging and fast-changing technologies.

Assessment Recommendations

51. Classroom evaluation should be the central assessment activity of the community college.

52. Every community college should develop a campus-wide assessment of institutional effectiveness. Faculty and administrators should define in explicit terms the educational outcomes to which an institution aspires for its students.

53. College-wide assessment processes should be designed to measure the extent to which desired outcomes are achieved in students' literacy skills, general education, and area of specialization, including periodic interviews or surveys of current students, graduates, and employers of graduates.

The entire text of the report, Building Communities: A Vision for a New Century, can be ordered by calling 1-800-336-4776 (in Virginia 703-823-6966) or by writing AACJC, Publications Department, 80 South Early Street, Alexandria, VA 22304. Cost: $15.00.

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THE COMMUNITY COLLEGE MOVEMENT
AND MISSION

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National Community College Movement and Mission

The emergence of the comprehensive community college movement has been one of the most dynamic occurrences in the history of higher education. In reality, the community college is an American invention which had its beginnings in 1776. Even though they were not thinking of what we now know as comprehensive community colleges, the founding fathers of the United States recognized that an effective and enduring democracy must be comprised of a productive and educated populace. These deep-rooted sentiments were espoused by Thomas Jefferson and embodied in the Declaration of Independence. These sentiments were also professed in later enactments, bills, and Supreme Court decisions. These actions laid the foundation and provided the impetus for the development, acceptance, and expansion of the comprehensive community college.

At the turn of the century a number of prominent university leaders, including William Rainey Harper, President of the University of Chicago, envisioned an idea which would strengthen the prestige of the university as well as make postsecondary educational opportunities available to more people (Thornton, 1966; Stanley, 1974; Stephens, 1979). Under the leadership of President Harper, the first public junior college was founded in 1902 in Joliet, Illinois. Harper's involvement with the development of the junior college movement was predicated on his interest in relieving the University of the freshman and sophomore years and thus enabling the University to concentrate its efforts on strengthening the upper division programs and graduate school. He envisioned that at the completion of two years at the junior college, the top students would then transfer to the University (Thornton, 1966; Stanley, 1974; Burnett, 1977).

The community college mission evolved in three major stages. During the first stage from 1850 to 1920, acceptance for the idea of the junior college, which would offer the first two years of the baccalaureate, was achieved. The period from 1920 to 1945 marked the development and growth of occupational programs as a part of the college curriculum. The period from 1945 to the present has focused on the development of adult or continuing education programs and community service programs. In the latter period the concept of the truly comprehensive community college emerged (Thornton, 1966).

President Truman's Commission on Higher Education for American Democracy in 1947 recognized and popularized the community college, reaffirmed its significance as a segment of higher education, stressed the open door philosophy of admission and accessibility of higher education for all, and emphasized the importance of its comprehensive mission.

Recommendations made by President Truman's Commission in 1947, President Eisenhower's Committee on Education in 1955, the Carnegie Commission in 1970, social legislation such as the Civil Rights Act of 1964, judicial decisions handed down by the United States Supreme Court, and large amounts of federal funding for students and institutional financial aid keyed the transformation of the community college movement.

The thrust of the recommendations made by the respective commissions, legislative actions, and judicial decisions then and now are all embodied in three of the major recommendations which were set forth by the Truman Commission Report in 1947. These are:

1. Institutions of higher education must provide access to all citizens in order to assist in maintaining and strengthening our democratic society. The mission of education must be one of insuring equal liberty and equal opportunity to differing individuals and groups. Equal educational opportunity for all is not only democracy's obligation but its necessity. We must recognize that education is the foundation of our democratic liberties.

2. In order to provide access to all citizens, institutions of higher education must eliminate economic, religious and racial barriers.

3. In order to expand educational opportunities to all citizens, eliminate economic, religious and racial barriers and offer a broad range of diverse educational programs, community colleges must be developed and expanded (President's Commission on Higher Education, 1947).

It is generally agreed that the description set forth by Ralph Fields (1962) provides one of the best measures to determine whether an institution is a comprehensive community college. According to Fields there are five essential components:

1. The community college must provide a genuine democratic educational program which is geographically and socially accessible, charges no or low tuition and is in theory and practice open to all persons without regard to race, sex, age, religious affiliation or station in life.

2. The community college must provide a comprehensive program in order to meet the needs of such a diverse student body. The college should offer both liberal arts and transfer curricula, wide range of technical and semi-professional programs, developmental programs and adult and continuing education programs. In addition the courses should be offered at times which are convenient to the total student body.

3. The institution should be community centered. The educational programs must be designed to meet the needs of the total community as well as the individual needs of the students. In its education programs the community college will utilize persons and resources

within the community. In turn, the faculty and staff of the community college will serve as resource persons for the community.

4. The educational program must be adaptable and flexible in order to meet the changing needs of the students and community. The community college must continue to assess and evaluate, implement and phase out its programs in view of community needs.

5. The community college must provide the opportunity for lifelong learning for individuals of all ages.

The Carnegie Commission on Higher Education (1970) essentially reaffirmed and restated both the Truman Commission recommendation and the Fields (1962) definition of what the mission, goals, and objectives of a comprehensive community college should include. The report entitled The Open Door Colleges, concluded that states should encourage community colleges to strive to:

1. Adopt open enrollment policies which provide admission to all applicants who are graduates of accredited high schools or who are over 18 years of age and capable of benefiting from continuing education.

2. Preserve and enhance two-year institutions which have a unique and important role to play in higher education rather than attempt to convert to four-year institutions.

3. Develop comprehensive community colleges and provide meaningful options for college-age students and adults in the community including transfer education, general education, remedial courses, occupational programs, continuing education, and cultural programs designed to enrich the community environment.

4. Ensure that associate in arts or applied science degrees be awarded to all students who satisfactorily complete a two-year prescribed curriculum and provide certificates for non-degree credit courses which are confined to short-term courses and to training skilled craftsmen, and remedial work.

5. Facilitate the transfer of students from community colleges to four-year institutions.

6. Expand and enhance occupational or technical education programs in order to be more responsive to changing manpower requirements.

7. Provide all students with adequate guidance and counseling and ensure the involvement of the entire faculty in the guidance of those enrolled in their courses.

8. Ensure that students entering the open door college with inadequate preparation have an opportunity for remedial education that is designed to meet individual needs in order to maximize their opportunity for successful completion of their educational or career goals (Carnegie Commission on Higher Education, 1970, pp. 15-23).

The conclusion reached by a large number of studies show strong evidence that the community college movement, as indicated by its acceptance in terms of growth of the numbers of institutions, funding, facilities, programs, and students, has been an overwhelming success. As indicated in Building Communities, the 1988 report of the Commission on the Future of Community Colleges, American Association of Community and Junior Colleges, today there are 1,224 regionally accredited community, technical, and junior colleges. Over five million students are enrolled in credit courses in these institutions, and another four million students are participating in non-credit adult and continuing education programs.

Community colleges are indeed making it possible for increasing numbers of students to enter college who would not otherwise be able to do so for reasons of academic or economic deficiencies or for lack of family encouragement.

The Kentucky Community College Movement and Mission

The growth and development of community colleges in Kentucky has paralleled the national community college movement in many respects.

The Kentucky Community College System was established in 1962 when the Kentucky General Assembly, through the leadership of Governor Bert T. Combs, enacted the Community College Act of 1962. It was Kentucky's answer to the national movement in the 1960's toward developing comprehensive community colleges. (See pages 14-17 for a copy of the Kentucky Revised Statutes pertaining to the establishment of the Community College System).

The original legislation mandated the formation of a statewide system of community colleges to be administered by the University of Kentucky with the Board of Trustees serving as the policy-making body. The 1962 Act granted the Board of Trustees "the same powers with respect to the community colleges that it has as to the University of Kentucky in general" (KRS 164.595). There were three primary reasons responsible for the Community College System being placed under the control of the University of Kentucky Board of Trustees. The first reason given was the desire to protect the System from undue political interference.

The second major reason was recognition that the University of Kentucky was already operating five extension centers which were to become community colleges. The third reason advanced was that since the University of Kentucky was the state's land grant university, its Board of Trustees had already been given the responsibility for planning, implementing, and operating statewide programs.

In addition to establishing new community colleges at Elizabethtown, Hazard, Hopkinsville, Prestonsburg, and Somerset, the Act also directed the University to convert its existing extension centers located at Ashland, Covington, Henderson, and Cumberland into comprehensive community colleges. The Ashland Extension Center previously was the municipally owned Ashland Junior College which was established under KRS 165.210. (See pages 19-21 for a copy of Statutes, KRS 165.210-KRS 165.260.) In January of 1964, the University of Kentucky Board of Trustees, acting under the authority of the Community College Act of 1962, adopted a community college policy statement (see pages 22-27 for AR II-5.0-1, "Policy Statement on the Community College System"). The Community College System began operation on July 1, 1964.

In committing the state to adopt the comprehensive community college concept, the General Assembly amended the Act in 1966 to more clearly state the threefold mission of the Community College System. The amendment stipulated that each community college should provide:

1. A general two (2) year academic curriculum with credits transferable to two (2) year and four (4) year colleges and universities;
2. Technical and semi-professional programs of two (2) years and less; and
3. Within a two (2) year college curriculum, courses in general education, including adult education, not necessarily intended for transfer nor technically oriented (KRS 164.580).

The mission statement adopted by the Council on Higher Education for the Community College System in April, 1979 reaffirmed the comprehensive role and scope of the community colleges as originally set forth in KRS 164.580 (Kentucky Council on Higher Education, University Mission Statements, 1977, p.18). (Refer to pages 28-30 for a copy of the Kentucky Council on Higher Education mission statement for community colleges).

In 1966, the General Assembly, in House Bill 238, voted to authorize the establishment of new community colleges at Louisville and Maysville, one at Hazard in 1967, and one in Madisonville in 1968. Also, in 1966, the General Assembly (KRS 164.125) (refer to page 13) authorized the University of Kentucky to provide programs of a community college nature in its own community comparable to those listed for the Community College System, as provided by KRS Chapter 164. Through this act, Lexington Technical Institute (now Lexington Community College), which had been in operation since August, 1965, was recognized.

In 1968, the General Assembly enacted legislation authorizing that new community colleges be located at Carrollton and Glasgow (KRS 164.591). A subsequent study (Smith, 1973) indicated that both the Carrollton and Glasgow areas lacked many of the necessary criteria established by the Council on Higher Education for establishing a community college and funds have not been appropriated for the activation of the proposed colleges at either location.

On July 1, 1968, Paducah Community College, formerly Paducah Junior College, through a merger agreement between the University of Kentucky Board of Trustees and Paducah Junior College Board of Trustees entered the Community College System. Paducah Junior College was originally established in 1932 as a private junior college. It became established as a municipally operated junior college in 1934 under KRS 165.160. (See page 18 for KRS 165.160.)

Even though modest budget appropriations were provided for the operation of a community college at Fort Knox, it was never officially recognized by the General Assembly. It was operated primarily through a contractual arrangement between the University and the Army to offer programs of a community college nature. This contractual agreement continued through the summer of 1972 when Fort Knox Community College was converted to a four-year residence instruction center under the University of Kentucky.

With the transfer of the Northern Community College facilities and programs to Northern Kentucky University (KRS 164.597 and 164.599) (refer to pages 16 and 17) on July 1, 1970, and the change in the summer of 1972 in the status of Fort Knox from a community college operated facility to a four-year residence instruction center, the University of Kentucky Community College System was reduced to thirteen units.

Additions to the System have included the establishment of the Southwest Campus of Jefferson Community College and the Owensboro campus of Henderson Community College. In January, 1986, the General Assembly through House Bill

455 authorized the establishment of a new community college in Owensboro by amending KRS 164.591. In December 1983, the University of Kentucky Board of Trustees changed the status of the Lexington Technical Institute, which offered only technical programs, to that of a comprehensive community college. The change became effective July 1, 1984; and Lexington Technical Institute became Lexington Community College. The fourteen community colleges currently comprising the System and their opening dates of operation are listed below. (The map in the Orientation materials shows the locations of the colleges.)

TABLE 1

COLLEGE	DATE
Ashland Community College	1957
Elizabethtown Community College	1964
Hazard Community College	1968
Henderson Community College	1960
Hopkinsville Community College	1965
Jefferson Community College	1968
Lexington Community College	1965
Madisonville Community College	1968
Maysville Community College	1968
Owensboro Community College	1986
Paducah Community College	1968
Prestonsburg Community College	1964
Somerset Community College	1965
Southeast Community College	1960

Mission and Educational Objectives as Currently Stated in Catalog

The University of Kentucky Community College System is dedicated to the concept that the individual talent and fiber of our citizens constitute the nation's most valuable resource. To ensure utilization of this resource, the Community College System has extended broad educational opportunities to the youth and adults of the Commonwealth of Kentucky.

By action of the General Assembly of Kentucky and the Board of Trustees, the Community College System is charged with three specific functions:

1. To offer career-oriented programs designed to prepare students for immediate technical or semi-professional employment. These programs are usually completed in two years, and are composed of about one-half general education courses and the other half of semi-professional or technical education. The Associate in Applied Science Degree is awarded upon completion of the curriculum.

2. To offer curricula for the first two years of a baccalaureate program. Courses parallel university offerings and are transferable to the Lexington campus of the University of Kentucky or to another four-year institution either public or private. At the conclusion of the prescribed curriculum, the Associate in Arts Degree or Associate in Science Degree may be awarded.

3. To provide general educational opportunities for citizens in their immediate areas. These programs include evening classes, workshops, seminars, short courses, concert series, exhibits, lectures, dramatic presentations and festivals to meet in-service, re-education and cultural needs of the community.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

MISSION - For Discussion:

1. Can the present mission of the Community College System serve the needs of the citizens of the Commonwealth as we move toward the year 2000, or should fundamental changes in the mission take place?

2. If changes are needed, what values and criteria should guide the changes?

3. Has the mission of the Community College System been interpreted and communicated effectively to the citizens of the Commonwealth? If not, what strategies can be used to communicate the mission?

4. Should any one of the mission components (transfer program, occupational career programs, continuing education/community service programs) be emphasized more than the other two?

5. Should the "comprehensive mission" be maintained? If yes, what should the priorities be for the next ten years? twenty years?

6. What should the focus be as we move into the 21st century? Should more emphasis be toward traditional college offerings (transfer) or toward technical/occupational education, or toward service to the communities (non-credit)?

7. Will the mission statement as defined allow the Community College System to pursue future thrusts and strategies envisioned by the Commission? What needs to be changed, if anything?

8. Does the University of Kentucky Policy Statement on the Community Colleges System accurately and adequately reflect the comprehensive mission envisioned for community colleges in the state?

9. Does the Council on Higher Education statement on Community Colleges accurately and adequately reflect the comprehensive mission envisioned for community colleges in the state?

Kentucky Revised Statutes

ANNOTATED

OFFICIAL EDITION

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divisions, departments, bureaus and offices now established and maintained or which in the future may be established by the board of trustees of the university shall constitute the University of Kentucky. The branches of learning required by the act of congress approved July 2, 1862, shall continue to be integral and indispensable courses of instruction at the university. (4527-12, 4527-30.)

Cross-References. Agricultural experiment station, KRS 247.020 to 247.050.

Agricultural seed law, duties of agricultural experiment station as to, KRS 250.090, 250.100, 250.120, 250.140.

Archaeological sites, duties of Department of Anthropology in regard to, KRS 164.705 to 164.735.

Dean of engineering school is member of State Board of Registration for Engineers, KRS 322.230 and of State Board of Examiners and Registration of Architects, KRS 323.150.

Mines and Minerals, State Department of to be located at University and to cooperate with Mining Department of University, KRS 351.080.

Rural electric cooperative corporations to file articles of incorporation with Secretary of State, KRS 279.040.

Cited: Johnson v. Board of Trustees, 83 F. Supp. 707 (E.D. Ky. 1949).

164.122 to 164.124. [Repealed.]

Compiler's Notes. These sections (Acts 1960, ch. 82, §§ 1, 2) were repealed by Acts 1962, ch. 72, § 7.

164.125. University programs, requirements. — (1) The University of Kentucky shall provide:

(a) Upon approval of the council on higher education, associate and baccalaureate programs of instruction;

(b) Upon approval of the council on higher education, master degree programs, specialist degree programs above the masters-degree level, and joint doctoral programs in cooperation with other state-supported institutions of higher education in the state;

(c) Upon approval of the council on higher education, doctoral and postdoctoral programs and professional instruction including law, medicine, dentistry, education, architecture, engineering and social professions.

(2) The University of Kentucky shall be the principal state institution for the conduct of statewide research and statewide service programs and shall be the only institution authorized to expend state general fund appropriations on research and service programs of a statewide nature financed principally by state funds. As applied in this section, research and service programs of a statewide nature shall be programs requiring the establishment and operation of facilities or centers outside of the primary service area of the institution.

(3) The University of Kentucky is authorized to provide programs of a community college nature in its own community comparable to those listed for the community college system, as provided by KRS Chapter 164. (Enact. Acts 1966, ch. 6, § 3; 1972, ch. 39, § 3; 1978, ch. 155, § 108, effective June 17, 1978.)

Kentucky charged with the responsibility and vested with all necessary authority, subject to the conditions and restrictions set out in subsection (2) of this section, to carry out the obligations, participate in the planning and negotiations, and administer the rights, benefits and privileges, devolving upon the Commonwealth of Kentucky and its citizens pursuant to the regional compact referred to in KRS 164.530, and to do all such other acts and things as may be necessary or desirable to implement the provisions of said regional compact efficiently and impartially for the benefit of all citizens of the Commonwealth.

(2) In its participation in the regional compact, or in any other regional plan having a similar purpose, the Commonwealth of Kentucky shall not erect, acquire, develop or maintain in any manner any educational institution within its borders to which negroes will not be admitted on an equal basis with other races, nor shall any negro citizen of Kentucky be forced to attend any segregated regional institution to obtain instruction in a particular course of study if there is in operation within the Commonwealth at the time an institution that offers the same course of study to students of other races. (Enact. Acts 1950, ch. 255, §§ 2, 3; 1956 (1st Ex. Sess.), ch. 7, Art. XIV, § 3; 1978, ch. 155, § 104, effective June 17, 1978.)

Kentucky Law Journal. Ferguson, Interstate Agreements, 39 Ky. L.J. 31 (1950).

164.550 to 164.565. [Repealed.]

Compiler's Notes. These sections (Acts 1954, ch. 96, §§ 1-5) were repealed by Acts 1956 (1st Ex. Sess.), ch. 7, Art. XIV, § 5.

164.570. Commission on study of need for additional colleges. [Repealed.]

Compiler's Notes. This section (Acts 1960, ch. 82, § 3) was repealed by Acts 1962, ch. 72, § 7.

COMMUNITY COLLEGES

164.575. Definition for KRS 164.575 to 164.600. — As used in KRS 164.575 to 164.600, unless the context requires otherwise, "board" means the board of trustees of the University of Kentucky. (Enact. Acts 1962, ch. 72, § 1.)

164.580. University of Kentucky community college system — Curricula. — The University of Kentucky community college system is established. Each community college shall provide:

(1) A general two (2) year academic curriculum with credits transferable to two (2) year and four (4) year colleges and universities;

(2) Technical and semiprofessional programs of two (2) years or less; and

(3) Within a two (2) year college curriculum, courses in general education, including adult education, not necessarily intended for transfer nor technically oriented. (Enact. Acts 1962, ch. 72, § 2; 1966, ch. 6, § 6.)

Collateral References. 14 C.J.S., Colleges and Scholarships, § 24.

164.582. Definition for KRS 164.583. — As used in KRS 164.583, unless the context otherwise requires: "Lower division academic course" means any academic course offered for college or university credit which is designated as a freshman or sophomore level academic course by the boards of trustees of the four (4) year state colleges and universities and the council on higher education. (Enact. Acts 1976, ch. 50, § 1; 1978, ch. 155, § 104, effective June 17, 1978.)

164.583. Lower division academic courses — Transfer of credits. — (1) Each community college of the University of Kentucky community college system may offer, within the two (2) year academic curriculum of the college, any and all lower division academic courses offered for undergraduate credit at any and all of the four (4) year state supported colleges and universities.

(2) All lower division academic courses offered by the community colleges shall be transferable for academic credit to any and all four (4) year state supported colleges and universities, regardless of the number of academic credits earned by any student at one or more community college.

(3) Nothing herein shall be construed or interpreted to change, reduce, or otherwise affect the required distribution between lower division and upper division courses now required for matriculation in an undergraduate program at any institution of higher education. (Enact. Acts 1976, ch. 50, § 2.)

164.585 to 164.590. [Repealed.]

Compiler's Notes. These sections (Acts 1962, ch. 72, §§ 3, 4) were repealed by Acts 1966, ch. 6, § 8.

164.591. Location of community colleges. — A community college shall be maintained in each of the following locations: Ashland, Carrollton, Cumberland, Elizabethtown, Glasgow, Henderson, Hopkinsville, Madisonville, Owensboro, Prestonsburg, Somerset, Blackey-Hazard, Jefferson County and Mason County. (Enact. Acts 1966, ch. 6, § 7; 1968, ch. 17, § 1; 1968, ch. 84, § 1; 1970, ch. 3, § 1; 1986, ch. 41, § 1, effective July 15, 1986.)

Collateral References. 14 C.J.S., Colleges and Universities, § 3.

164.593. Paducah College may be included in system pursuant to agreement. — (1) The board of trustees of the University of Kentucky, (herein called board) may include Paducah Junior College in the system provided for by KRS 164.580 upon the concurrence of the board and the board of trustees of Paducah Junior College. Following the concurrence of the two (2) boards an agreement shall be executed between the board and the board of trustees providing for the conversion of the existing facilities of Paducah Junior College and containing other provisions the parties deem appropriate and desirable.

(2) The agreement required by subsection (1) may provide for the transfer to the board of any funds accruing to Paducah Junior College as the result of any contract or agreement with any agency or instrumentality of the United States or the Commonwealth of Kentucky including any funds accruing pursuant to KRS 164.027.

(3) Upon the execution of the agreement required by subsection (1), any taxes levied under KRS 165.170 or 165.175 and paid to the trustees shall continue to be received by the board of trustees of Paducah Junior College. However, the trustees may in the agreement, provide for the expenditure of the taxes levied for such purposes as the trustees and the board may mutually agree. (Enact. Acts 1966, ch. 189.)

164.595. Powers of board. — (1) The board has the same powers with respect to the community colleges that it has as to the University of Kentucky in general. The board shall designate each community college with a name that includes the words "Community College."

(2) The board shall encourage and may accept donations of land or funds or both to be used in the acquisition, construction or operation of community colleges. The board may commemorate donations from private persons or corporations with suitable memorials.

(3) The board may accept federal grants to be used in the acquisition, construction, or operation of community colleges. (Enact. Acts 1962, ch. 72, § 5.)

Collateral References. 14 C.J.S., Colleges and Universities, § 18.

164.597. Northern Community College to be operated by Northern Kentucky University — Programs. — Upon prior concurrence of the board of trustees of the University of Kentucky and the board of regents of the Northern Kentucky University, the Northern Community College at Covington shall be operated by the board of regents of the Northern Kentucky University and shall no longer be considered part of the University of Kentucky community college system. The board of regents of the Northern Kentucky University shall provide programs of a community college nature at Northern Community College at Covington comparable to those listed for the University of Kentucky community college system, as provided in this chapter. (Enact. Acts 1970, ch. 3, § 2; 1976, ch. 8, § 5.)

164.599. Property and equipment of Northern Community College transferred to Northern Kentucky University — Accrued funds from government agencies. — All property of the Northern Community College of Covington and all property and educational equipment of the University of Kentucky designated for use by the Northern Community College at Covington shall become the property of the Northern Kentucky University. Any funds accruing to the Northern Community College at Covington not previously expended while operated by the University of Kentucky as the result of any contract or agreement with any agency or instrumentality of the United States government, the Commonwealth of Kentucky or local units of government shall be transferred to the Northern Kentucky University. (Enact. Acts 1970, ch. 3, § 3; 1976, ch. 8, § 6.)

Opinions of Attorney General. Under this section all real and personal property on inventory on June 18, 1970 for the 1969-70 school year use of Covington Community College, or subject thereto, became the property of Northern Kentucky State College. OAG 70-364.

164.600. Advisory board — Membership — Expenses. — (1) There shall be a local advisory board for each community college, except as provided in KRS 165.160. Each local advisory board shall serve in an advisory capacity to the board and the head of the community college on the operation of the community college.

(2) Each local advisory board shall consist of nine (9) members, seven (7) of whom shall be appointed by the governor. The other two (2) local advisory board members shall be one (1) nonvoting member of the teaching faculty and one (1) nonvoting member of the student body. An appointed member's term is four (4) years; however, when appointing the initial members of the local advisory boards, the governor may appoint some members for terms of less than four (4) years.

(3) The faculty member shall be on the teaching or research faculty of the community college. He shall be elected by secret ballot of all full time faculty members of the community college. Faculty members shall serve for terms of three (3) years and until their successors are elected and qualified. Faculty members shall be eligible for reelection, but they shall be ineligible to continue to serve as members of the local advisory boards if they cease to be members of the teaching staff of the community college. Elections to fill vacancies shall be for the unexpired term in the same manner as provided for original election.

(4) The student member shall be the president of the student body of the community college. If the president of the student body is not a full time student who maintains permanent residency in the Commonwealth of Kentucky, a special election shall be held to select a full time student who does maintain permanent residency in this Commonwealth as the student member.

(5) Local advisory board members shall receive no compensation for their services, but shall be paid for their actual and necessary expenses. (Enact. Acts 1962, ch. 72, § 6; 1970, ch. 140, § 1; 1976, ch. 98, § 1.)

165.150. Law school buildings for municipal university — Erection of. — (1) Any city of the first class may, if the necessary ground is conveyed to the city without cost and free of all liens and encumbrances, erect law school buildings, with necessary appurtenances, for the purpose of supplying the municipal university of the city with adequate buildings necessary to carry out its powers and duties. The city shall proceed under the provisions of KRS 162.160 to 162.280. When so applied, KRS 162.160 to 162.280 shall be so read that:

(a) "School building" means "law school building."

(b) "Board of education of the school district" means "board of trustees of the municipal university."

(c) "KRS 162.150 to 162.280" means "KRS 165.150."

(d) "from the public works administration or other agency of the federal government," in KRS 162.170, is replaced by "secured by a lien on the revenues derived from the building."

(e) "thirty (30) years," in KRS 162.180, means "fifty (50) years."

(f) "KRS 162.150," in KRS 162.160 and 162.170, means "KRS 165.150."

(g) "and to the superintendent of public instruction," in KRS 162.160, is omitted.

(h) The period of the lease contemplated by KRS 162.160 shall not exceed a maximum of fifty (50) years, and the insurance required in the lease shall at least equal the value of the improvements.

(2) This section creates an additional and alternate method for the erecting of law school buildings for municipal universities in cities of the first class, and does not affect any other statute. No proceedings shall be required for the erection of any law school building under this section or the issuance of bonds therefor except those prescribed by this section. (2948c-1 to 2948c-16.)

Kentucky Law Journal. Morrow, County Debt Difficulties in Kentucky, 31 Ky. L.J. 242 (1943).

165.160. Municipal colleges in cities of second class — Establishment — Board of trustees — Advisory board prohibited. — (1) Cities of the second class may establish or acquire by lawful conveyance municipal colleges for the purpose of promoting public education. A college in a city of the second class shall not constitute a municipal college or receive support as provided in KRS 165.170 to 165.190 unless it is controlled by a board of trustees appointed by the mayor and legislative body of the city, and unless its principal work is the maintenance of courses affording instruction in such arts, sciences and professions and conferring such certificates of attainment as are authorized by other similar institutions of learning above the high school grade. No advisory board shall be appointed for any college established pursuant to the provisions of this section, and the board of trustees of the college shall perform the functions of an advisory board in addition to its other functions.

Cross-References. Eminent Domain Act of Kentucky, KRS 416.540 to 416.680.

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, § 33.

14 C.J.S., Colleges and Universities, § 11.

165.200. Financial and other reports concerning college. — An annual report and audit of receipts and disbursements of funds received by a municipal college under KRS 165.160 to 165.190 shall be made in addition to such other reports on the condition of the college as are required by its charter or by the governing body of the city. (3219-7.)

Cross-References. Educational institutions supported by taxation to report to State Board of Education, KRS 157.060.

165.210. Municipal junior colleges in cities of second class — Establishment and control of. — Boards of education of cities of the second class may establish or acquire by lawful conveyance municipal junior colleges for the purpose of promoting public education. A college in a city of the second class shall not constitute a municipal junior college or receive support as provided in KRS 165.220 to 165.240 unless it is controlled by the board of education of the city as a part of the public school system, and unless its principal work is the maintenance of courses affording instruction in such arts, sciences and professions and conferring such certificates of attainment as are authorized by other similar institutions of learning above high school grade. (3219-8, 3219-9, 3219-12.)

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, § 3.

14 C.J.S., Colleges and Universities, § 4.

165.220. Tax levy for junior college. — The board of education of any city of the second class may request and the legislative body of the city shall then, after an election as required by section 184 of the Constitution, annually cause to be levied and collected, for the support of a municipal junior college, a tax of not less than five (5) nor more than seven cents (7¢) on each one hundred dollars ($100) worth of property subject to taxation for city purposes. The levy of such taxes shall be made at the same time and in the same manner as other levies for public school purposes. The amount levied shall be placed to the credit of the board of education fund upon completion of the assessment of property for taxation, and paid as collected, subject to the discounts or penalties allowed on other city taxes, by the treasurer of the city to the treasurer of the board of education for the purpose of establishing, acquiring and operating the college. The taxes authorized by this section shall be construed to be school taxes and shall be in addition to all other taxes authorized by law to be used for municipal or school purposes. (3219-8, 3219-10.)

Opinions of Attorney General. The governing body of a city of the second class has authority by ordinance to present the question to its citizens concerning whether they wish to have a seven cents special tax levy to support a community college continued or repealed. OAG 79-503.

NOTES TO DECISIONS

ANALYSIS

1. Call of election.
2. Municipal or school purposes.
3. Acquisition of land.

1. Call of Election.

Under its general grant of powers council of a city of the second class may call an election to determine whether or not the tax proposed shall be levied. Pollitt v. Lewis, 269 Ky. 680, 108 S.W.2d 671 (1937).

2. Municipal or School Purposes.

This tax is not one for municipal purposes. Pollitt v. Lewis, 269 Ky. 680, 108 S.W.2d 671 (1937).

3. Acquisition of Land.

Where school district entered into contract with University of Kentucky to conduct a junior college and pursuant to such agreement created a nonprofit corporation to acquire additional property and conveyed to corporation land on which the junior college was already being operated, the continuation of a seven cents tax imposed for the operation of the junior college was not illegal notwithstanding the proceeds thereof were to be used for the retirement of bonds issued for the acquisition of the property of the nonprofit corporation. Montague v. Board of Educ., 402 S.W.2d 94 (Ky. Ct. App. 1966).

165.230. Tuition charged by junior college. — The board of education of any city of the second class that establishes or acquires a municipal junior college pursuant to KRS 165.210 may, for the purpose of supplementing the tax provided in KRS 165.220, charge each pupil attending the college an annual tuition fee of not more than two hundred dollars ($200). The tuition fee shall be collected by the treasurer of the board of education and placed to the credit of the board of education college fund, and shall be used for maintaining and operating the college. (3219-11: amend. Acts 1948, ch. 31.)

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, § 19.
14 C.J.S., Colleges and Universities, § 27.

165.240. Appropriation of land for junior college. — The board of education of any city of the second class may set apart or appropriate any site or school building, or part of a school building and grounds, not needed for general school purposes, for the use of a municipal junior college. (3219-13.)

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, § 33.
14 C.J.S., Colleges and Universities, § 11.

165.250. Financial report of junior college. — An annual report and an audit of receipts and disbursements of the junior college fund shall be made by the board of education of the city. (3219-14.)

Cross-References. Educational institutions supported by taxation to report to State Board of Education, KRS 157.060.

165.260. Existing junior colleges not affected. — KRS 165.210 to 165.250 do not affect cities that had established and were operating, on January 27, 1937, municipal junior colleges other than by boards of education. (3219-15.)

165.270. City of first class may provide for training teachers. — In an independent school district embracing a city of the first class the board of education may make provision for the training of teachers in the district. (4399-20.)

165.280. Board of education in county containing city of fourth class may establish junior college — Tax for support — Election on question of establishment. — Boards of education of school districts in counties containing a city of the fourth class, whether the boundary lines of the district are contiguous with that of the city or not, are hereby auhorized to establish or to acquire by purchase, gift or lease, or by lawful conveyance, junior colleges for the purpose of promoting public education as defined in KRS 165.280 to 165.310. For the support and maintenance thereof the board of education of such district may levy an ad valorem tax not to exceed fifty cents (50¢) on each one hundred dollars ($100) worth of taxable property within the said district, such levy to be made at the same time that the levy is made for general school purposes. This tax shall be levied annually and collected by the regular tax collector for said district as other school moneys and turned over to the treasurer of said district. Before such a junior college shall be established, the question shall be submitted to the qualified voters of the district at any general election and shall be deemed authorized when a majority of the voters in said election voting upon said proposition are in favor thereof. (Enact. Acts 1946, ch. 164, § 1.)

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, § 1. 14 C.J.S., Colleges and Universities, §§ 4, 11.

165.290. What constitutes junior college — Course of instruction. — (1) A junior college within the meaning of KRS 165.280 to 165.310 is a college established or supported in whole or in part by funds raised by taxation and controlled and administered by the board of education of such district as a part of the public schools. and affording instruction in arts, and sciences, preprofessional and vocations, and conferring such certificates of attainment as may be authorized by other like or similar institutions of learning above high school grade or standing.

(2) A junior college shall be entitled to support under KRS 165.280 to 165.310 only when its principal work is the maintenance of courses of instruction in advance of the instruction maintained in high schools under the control of the board of education. (Enact. Acts 1946, ch. 164, §§ 2, 4.)

POLICY STATEMENT ON THE COMMUNITY COLLEGE SYSTEM
(APPROVED BY THE BOARD OF TRUSTEES)

Kentucky's public higher education administered by the University of Kentucky will consist of two systems under a President and a Board of Trustees—(1) the University System and (2) the Community College System. The Community College System shall be headed by a Chancellor for the Community College System who shall be directly responsible to the President and shall serve as the chief executive officer concerned primarily with the operation and programs of the Community College System.

The separateness of these two systems is distinguished by their respective roles. The inter-relatedness is distinguished by the shared top administrative authority which coordinates available resources for optimum use without duplication. Each system shall bear primary responsibility and accountability for its administration, policy, personnel, programs, and finances to the President and the Board of Trustees and not to subordinate administrative units of the other, unless specifically directed by the President.

The paternal role of the University of Kentucky in the development of the Community College System has been vital and effective in the genesis of a new educational concept in Kentucky. The present policy is a reflection of the philosophy that the Community College System is, in development, function, and enrollment, a valid component and not an addendum of the University's total effort to serve the higher educational needs of the citizens of Kentucky.

Cooperation rather than authority is deemed necessary to provide the flexibility and responsiveness essential for a viable and evolving comprehensive Community College System under the University umbrella. The relationships between the two systems shall be that of mutual liaison and interchange with common supportive services available to both. The community colleges, as they strive to fulfill their statutory functions, are to be administratively free to meet changing challenges with an internally determined and responsive flexibility.

I. Role of the Community College System

The community colleges have roles aligned both with the task of higher education in the Commonwealth and with the educational and cultural contributions to be made to the citizens of the communities in which they are located. Following are the tasks of the community colleges:

A. To provide two years of lower division programs applicable to a baccalaureate degree. These programs are designed to enable the student to transfer to four-year institutions in the Commonwealth and elsewhere for upper division work.

B. To provide two-year non-baccalaureate programs leading to the granting of associate degrees or appropriate certificates in occupational areas.

C. To provide programs of adult education and service oriented to community interests, both occupational and cultural.

II. Administrative Structure of the University of Kentucky

The University of Kentucky consists of two systems under a President and Board of Trustees. The first of these, the University System, is composed of the University of Kentucky at Lexington and its state-wide research and service elements. The administrative structure in this system is not changed by the organization of the Community College System.

The Community College System consists of the thirteen community colleges now in operation and all other community colleges that may be added to the system in the future. A Chancellor for the Community College System heads the Community College System reporting to the President of the University and the Board of Trustees. Each of the community colleges is headed by a chief administrative officer, reporting to the Chancellor for the Community College System. Each of the community colleges has a nine-member local Advisory Board which provides advice to the chief administrative officer of the community college, the Chancellor for the Community College System, the President, and the Board of Trustees of the University of Kentucky. The counsel of the local Advisory Boards is sought primarily on matters of the two-year occupational programs and local community educational needs. The faculty of each community college is administratively responsible to the chief administrative officer of the respective community college. Community college faculty maintain informal academic liaison with faculty in the parallel subject matter areas at the University of Kentucky at Lexington.

III. Faculty of the Community College System

The responsibilities of the faculty in the Community College System differ somewhat from those in the University System. Teaching and community service functions are paramount in the community colleges. Standards of competence and performance for the functions to be performed are equally as high in the Community College System as in the University System. Faculty at the community colleges are expected to remain up-dated professionally for their teaching and service tasks.

IV. Admission Requirements of the Community College System

Admission to the community colleges and to the University of Kentucky at Lexington is and should be separate. The Community College System has the responsibility to set up and administer its own admission requirements, subject to the approval of the President and the Board of Trustees of the University of Kentucky. Its admission requirements must be such as to allow the flexibility needed to serve the wide range of students in transfer, occupational, and continuing education programs. Courses offered both in the University System and in the Community College System shall carry the same identification and description. Grades, credits, quality points, and academic status from courses taken in the Community College System shall be transferred when the community college student enrolls in the University System. The applicability of any courses offered in the Community College System which are not offered in the University System towards satisfying the requirements for a University degree shall be determined by the dean of the college in which the student enrolls, which is the same basis used to determine the applicability of courses from any other institution. Steps are taken to assure that students enrolling in lower division degree work at the community colleges with declared plans for later transfer to curricula at the University will receive the benefit of information from the University in those areas in planning their lower division work at the community colleges. The community colleges also will see that those students who intend to transfer to another college or university receive the benefit of counsel in planning their lower division work at the community colleges.

V. Facilities at the Community Colleges

The facilities needed for the community colleges are in substantial contrast to those needed by the University at Lexington. Students commute, thus eliminating the need for dormitory facilities. Technical facilities and equipment should be provided at the community colleges commensurate with the requirements for the programs offered in occupational areas, such as nursing or engineering technology. Laboratory facilities at the community colleges are limited to those laboratories necessary for undergraduate teaching. Library facilities also are designed to support the lower division teaching effort.

VI. Students in the Community College System

The community colleges attract students with a wide range of background and abilities. The markedly lower cost to the student and the student's family makes it possible for many more of the Commonwealth's citizens to participate in higher education.

Many students coming to the community colleges have not identified their educational and career goals. Others have financial, academic, and personal problems that need to be resolved. The community colleges are attempting to meet the needs of this heterogenous student body by giving particular attention to guidance and counseling programs.

Some students enrolling in the community colleges need additional assistance in the basic skills required to be successful in either baccalaureate or occupational programs. The community colleges are unique in higher education in their acceptance of this role in providing developmental work for those students who need it.

Many high school graduates in the state have needs for education oriented to the development of technical abilities usable in the communities in which they live. The expectation is that these needs can be partially met by enrollment in the occupational, collegiate-based curricula of the community colleges.

A significant portion of the enrollment in the community colleges comes from both part-time and full-time students drawn from the adult population of the communities, satisfying needs and interests in cultural improvement as well as the development of technical capabilities.

The enrollment of substantial numbers of students in the community colleges for lower division programs in baccalaureate degree work is a promising development. Common lower division requirements, offered both in the University System and in the Community College System for a large number of University degree programs, make a broader range of upper division programs of the University of Kentucky open to transfers from lower division programs in the community colleges without loss of credit or time in meeting requirements for a baccalaureate degree.

The students served by the community colleges have wide-ranging needs. These colleges are developing transfer, occupational, and community service programs that are making it possible for their students to meet those needs.

VII. A Policy for Expansion

Frequently the question of adding new locations to the present system of community colleges arises. Future expansion of the present Community College System must be well planned, orderly, and deliberate if the Community College System is to obtain its maximum effectiveness. No expansion should be attempted until provision is made to adequately support existing community colleges and to provide the necessary budgetary support to begin an institution. Any such decision should be rendered only after the Community College System studies the situation in question and has recommended this action. It is now obvious that the improved, and improving, highways make it possible for students to commute greater distances and thus a more systematic plan for expansion will better employ the Commonwealth's financial resources and better serve prospective students.

The development of a master plan for future growth, including detailed criteria, should occur prior to the establishment of any additional community colleges.

Additional community colleges should be established only when:

A. A thorough feasibility study has been made of the community's higher educational needs and the existing capacity it has to meet those needs. A minimum student enrollment of 350 at the opening of the college and a potential of 500 by the end of a five-year period is a desirable standard. The secondary schools in the area to be served by the proposed institution should have at least 1,000 students graduating annually. The immediate surrounding community must be large enough to provide a strong nucleus of the total enrollment, support for scholarships, and employment for graduates, particularly in the two-year occupational programs.

B. Adequate financial support has been assured. A study of the feasibility of establishing a community college should include an evaluation of the prospects of the basic economy of the area and its future development. Even though the location of a community college may enhance the economic growth of an area, it is necessary that the potential for growth and development must be present. It should be noted, however, that community college education may be most urgently needed in communities that have a declining economy, and this opportunity should not be denied to those who need it most.

C. The community itself demonstrates a desire for the rather unique functions and programs of a comprehensive community college. Contributions and commitments (such as providing land, faculty housing, etc.) that demonstrate support for the college should be considered. The degree of support already provided for other educational and cultural institutions provides significant evidence in this regard since it is an indication of the continuing local interest that is an essential factor in the long-range development and operation of a community college.

D. There is a demonstrated need for higher education. Careful consideration must be given to educational opportunities available at other higher educational institutions (both two-year and four-year) in the area. Relationships with other institutions of higher education represent an important matter for policy consideration.

E. The college is in easy commuting distance for those whom it is intended to serve. Experience indicates that about 25 to 30 miles represents a realistic limit of the primary commuting area for a college. The boundaries of a commuting area are usually defined in terms of a maximum one-way travel time of forty-five minutes.

F. Adequate building(s), parking, and ultimate growth space has been provided. The minimum size for a non-metropolitan site should be usable acreage of not less than 100 to insure adequate potential for growth and ready, safe accessibility to site from existing highways.

Prior to opening a new community college to student enrollment, the "key" staff members (administrators and faculty) should be employed with an adequate period of time to study the educational needs of the people of the area in order to plan an educational program to meet these needs. The chief administrative officer should be on the scene at least a year prior to initial student enrollment.

VIII. Community College Rationale

The University of Kentucky Community College System represents a strong effort to meet public higher educational needs in the Commonwealth. The basic philosophical assumptions upon which such a system rests are:

A. The community college is unsurpassed in effectiveness and economy as a means of extending educational opportunity beyond high school.

B. Perhaps the most sacred tenet of American educational philosophy is that each individual should be provided with the opportunity for an education to the limit of the individual's capacity. The community college is a valuable instrument by which this end can be realized. Many students academically able and anxious to graduate from college cannot afford four years of living away from home while attending college.

C. The community college must be comprehensive in nature—designed for a variety of functions. This includes far more than the freshman-sophomore transfer programs.

D. The community college, in the true sense of the term, must be responsive to the local needs and special conditions.

E. The community college is a functioning part of a coordinated state plan or pattern for higher education.

F. A local Advisory Board for each community college helps reflect the area's needs and opinions.

Large numbers of publicly supported community colleges have been established in the past few years. Kentucky's pattern of development of community colleges has been somewhat unique. In most other states, the community colleges have not been so closely tied to a state university. The development of the University of Kentucky's community colleges has been a slow but rewarding process.

With the changes which have been made legislatively in the University of Kentucky's community colleges and their expansion to meet the needs of the Commonwealth, it appears appropriate to reaffirm and revise a Policy Statement made jointly by the President and the Board of Trustees which spells out the administrative structure which effectively integrates these units into a system and at the same time defines their roles in relation to the remainder of the University.

KENTUCKY

COUNCIL ON HIGHER EDUCATION

POLICY MANUAL

Adopted January 19, 1977
(Community College Missions
were Adopted April, 1979)
Revised January 13, 1983

UNIVERSITY ROLE & MISSION

TYPE I

Community Colleges*

The University of Kentucky Community College System, consisting of fourteen community colleges, shall provide traditional community college education to Kentucky students. The programming of the individual segments of the community college system should be developed in accordance with the availability of resources and with particular emphasis on the needs of the immediate community. It is expected that programming will vary from institution to institution as each community college responds to its situation. Thus, some community colleges will be comprehensive in nature while others will be more limited in scope.

In general, the community colleges shall offer a mix of programs designed to serve the general education, occupational, and continuing education needs of the immediate community with certain restrictions. Neither the community colleges nor community college components within four-year universities should offer certificate programs of less than the associate degree level unless such programs are an integral part of associate and baccalaureate programs. Associate degree programs which are high cost and designed to meet specific but limited manpower needs of the Commonwealth should be designed to rotate among the community colleges in the system as the need for and interest in the program increases/declines in a particular community. Unique technical programs which are underenrolled should be made available to interested students regardless of the institution in which they are enrolled while certain highly technical discipline-specific continuing education offerings might be inappropriate undertakings for community colleges.

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*Mission statements for the community colleges were adopted in April, 1979.

Community colleges shall provide student services such as career counseling, academic advising, and developmental studies in order to insure that students have an opportunity to achieve their needs, abilities, and aspirations.

Where community colleges are located proximate to other higher education and/or postsecondary institutions, they should foster close working relationships and develop articulation agreements with those institutions. Community colleges are encouraged to develop, where practical, joint programs with vocational schools which promote the sharing of existing facilities and capabilities while upgrading the level of instruction.

TYPE II

Kentucky State University*

Kentucky State University shall serve as a residential institution with a range of traditional collegiate programs appropriate to its role as

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*KSU's mission statement was revised in January, 1983.

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ACCESS TO HIGHER EDUCATION

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IMPORTANCE OF ACCESS

The primary mission of the University of Kentucky Community College System is to provide accessibility to higher education for all citizens of the Commonwealth. To carry out this mission, colleges are located in fourteen geographical locations, have affordable registration fees and open admission policies, offer varied and relevant programs, and provide student support services. These topics are discussed in more detail below.

Geographical Location

The map in the Orientation materials shows the location of each of the fourteen community colleges in Kentucky. As there are no residence halls at the colleges, students must live within easy driving distance of a community college. Living at home reduces educational expenses for the students, and older students can remain on their jobs and keep their families together and still attend college. A study has revealed that 63 percent of those over 25 years of age would not have attended college if there had not been a community college nearby. Courses are also offered at off-campus sites and through television to break down geographical barriers. This service is called the "extended campus." The credit courses offered at the community colleges are of two types: 1) those which can be taught off campus, and 2) those which must be taught on campus because of special facilities or equipment needs. Courses from the first type are taught off campus in response to the needs of groups within the community. Community resources include both public facilities such as high school buildings and professional individuals who serve as part-time faculty. As the need for additional off-campus courses increases, additional community facilities will be needed to house the course offerings. Geographical location is also important to ensure that the colleges provide a variety of programs to meet local community needs, including training and retraining programs for local businesses and industries and cultural programs designed to enrich the community environment.

Registration Fees

The registration fees for 1988-89 are listed below:

Full-time Student	Resident	Non-resident
Semester	$290.00	$870.00
Eight-week Summer Term	150.00	438.00
Part-time Student	**Resident**	**Non-resident**
Semester Credit Hour	25.00	73.00

The fees charged by Lexington Community College are the same as the fees of the University of Kentucky: full-time per semester for resident, $769.75; full-time per summer term for resident, $336; part-time per semester credit hour for resident, $56.

Open Admission Institutions

The fourteen community colleges in Kentucky are open-door or open admission institutions--they accept students from diverse backgrounds and educational levels and provide them with opportunities to succeed in programs commensurate with their interests and abilities. The admission procedures discussed below pertain to the career programs and transfer programs and to non-degree students who enroll in credit courses.

The community colleges accept as beginning freshmen all Kentucky residents who graduate from an accredited high school and have not attended another college and any non-high school graduate who has secured the GED Certificate or is eligible to take the GED. Submission of the results of either the American College Test (ACT) or Career Planning Program (CPP) test, and a completed health form are also required.

An applicant who has previously attended an accredited college or university and who has an over-all grade-point average of a "C" or better in all course work attempted will also be accepted for admission. A student who has previously attended an accredited college or university--other than a college in the Community College System--and who has less than an over-all grade-point average of a "C" in all course work attempted may be considered for admission on probation provided the applicant (1) has been out of college for at least one semester or (2) will succeed in the opinion of the president of the community college.

In addition, persons who desire instruction without wishing to become degree candidates may be admitted as non-degree students after presenting satisfactory evidence that they are prepared to take the work desired. Before enrolling in a particular course, these students must obtain the permission of the instructor and the president of the college. Non-degree students may become degree students after meeting regular admission requirements, and credit in degree courses earned before a student meets admission requirements will be counted toward a degree.

High school students may attend a community college with appropriate recommendations from high school personnel as deemed necessary by the college. The academic criteria under these conditions are established by each community college. For example, the completion of the junior year of high school may be one of the criteria.

In some cases, courses offered on the high school campus carry both high school and college credit. These dual-credit courses are designed for the academically talented high school student and are generally classified as advanced placement or honors courses. Admission of high school students to dual-credit courses requires the following: 1) the recommendation of high school subject area teachers or other appropriate high school officials; 2) certification that the student is pursuing the pre-college curriculum; 3) a composite ACT score that exceeds the national mean; 4) a minimum score at the 70th percentile (national) on the discipline area of the ACT; and 4) a minimum of 3.25 high school grade point average standing on all courses completed at the tenth grade level and higher.

Admission to Technical (Career) Programs

Admission to a community college does not guarantee admission to any technical program. Admission to these degree programs depends upon the availability of resources for implementation of qualified instruction, and the number of students admitted may be limited by these considerations. Selection guidelines used for admission to specific technical programs are described in the Community College Catalog. Admission guidelines may include technical standards. Preference in admission is given to Kentucky residents.

Program Offerings

Community college students in Kentucky have access to career or occupational programs, pre-baccalaureate (transfer) programs, and continuing education - community service programs designed for lifelong learning.

The career or occupational programs prepare students for immediate employment in technical level positions upon graduation. The career programs include courses in both general education (written and oral communication, mathematics, biological or physical science, humanities or history, and social or behavioral science) and technical education. The career/occupational programs, with available options, are listed on Page 52. The specific career programs offered by the individual community colleges differ because the educational program of each college reflects the local needs. Career programs listed by college appear on Pages 53 and 54. The Associate in Applied Science degree is awarded to those who complete the requirements in a career program.

Pre-baccalaureate programs include course work which can be transferred to four-year institutions and applied toward a baccalaureate degree. Generally, the course work includes basic skills (mathematics, foreign language), inference and communicative skills (logic, writing, oral communication), and introductory studies in the broad fields of knowledge (natural sciences, social sciences, and humanities). The Associate in Arts or Associate in Science degrees are awarded to those who complete the appropriate requirements in a pre-baccalaureate program.

Continuing education programs and community service activities include professional workshops, training/retraining for business and industry, literacy programs, GED programs, personal enrichment seminars, concerts, lectures, art exhibits, and discussion groups, and are offered on a non-credit basis. All continuing education/community service programs (non-credit offerings) will be discussed under the topic, "College/Community Partnerships." The involvement of community colleges in literacy programs and GED programs will be included in the discussion.

The admission procedures described earlier for the credit courses do not apply to the non-credit continuing education courses. Continuing Education Units (CEUs) are awarded for professional development activities. One CEU represents ten contact hours of participation in a continuing education experience of a non-credit nature. Students participating in the continuing education and community service programs on a non-credit basis are not included in the demographic data in the following narrative.

Enrollment

Economic growth in the state depends in part on the educational attainment of the population.

National trends show that the enrollments of two-year public institutions have risen. Since 1975, 24 states have experienced at least a 20 percent growth in enrollments. Out of the 3.7 million total population in Kentucky, one out of 84 people was enrolled as a part-time or full-time credit student at one of the fourteen community colleges in the System during the 1987-88 school year. Of the adult population, age 19 and above, this represents one out of 60 people in Kentucky. The number of persons served by the community colleges is even greater when non-credit offerings are included.

However, the graduation rate from public high schools in Kentucky in 1987 was 65 percent, as compared to 73 percent nationally. Of these Kentucky high school graduates, only 50 percent reported that they were college bound according to the Kentucky Department of Education. This represents a 6 percent increase since 1983 (up from 44 percent college-bound graduates). However, of all children in Kentucky who are in school through the ninth grade, only about a third currently go on to college.

Of the Kentucky high school graduates in 1987, 13 percent attended a community college and 34 percent attended a public university. The remaining 3 percent attended either a private or out-of-state institution. Five years ago, the percentage of Kentucky high school graduates who attended a community college was 7 percent compared to the current 13 percent, representing an overall 6 percent gain. During these same years, public universities have shown a 3 percent gain in attracting high school graduates from 31 to 34 percent.

During the first years of the University of Kentucky Community College System, the student body was comprised primarily of recent high school graduates. This picture has changed significantly in recent years, and the people who attend the community colleges come from all walks of life--from the ranks of recent high school graduates to older adults who want to return to school. Some come as academically gifted students, while others come with academic deficiencies, learning problems, and socioeconomic problems. This is a national trend as described in Access and Excellence: "The pluralism we find in community colleges today has been unparalleled in the history of the American community college movement" (Roueche 7-8).

The current number of students enrolled in the University of Kentucky Community College System (headcount enrollment) for the 1988 Fall Semester is 32,437. This represents a nine percent enrollment increase over the previous year. Chart No. 1 on Page 55 shows the headcount enrollment for selected years from 1969 to 1988. Overall since 1969, there has been more than a 212 percent increase in headcount enrollment, with a 36 percent increase from Fall, 1985 to Fall, 1988. The chart also shows the composition of part-time versus full-time students. The percentage of part-time student has remained fairly constant during the last four years at between 55-58 percent. For a breakdown by college for headcount enrollment, refer to Pages 56 and 57.

Another way to look at enrollment is to combine the number of full- and part-time students into what is known as a "full-time equivalent" (FTE) figure. This calculation is based on the total credit hours that all students are enrolled in divided by 16. The 16 credit hours represent a typical full-time load. The current FTE enrollment for Fall, 1988, is 18,249. This represents an 11 percent increase over the previous year. Chart No. 2 on Page 58 shows the FTE enrollment for selected years from 1969 to 1988. Overall, since 1969 FTE enrollment has increased by 127 percent. From Fall, 1985 to Fall, 1988, FTE has increased by 36 percent. For a breakdown by college, refer to Page 59.

Enrollment by Degree Type

An analysis of the headcount enrollment by degree program is shown in Chart No. 3 on Page 60. Thirty-five percent of the students currently enrolled are in pre-baccalaureate (transfer) programs which lead to an Associate in Arts or Associate in Science degree, while 41 percent are

(page revised 10-31-88)
(revisions are underlined)

enrolled in technical programs which lead to an Associate in Applied Science degree. The remaining 24 percent are students who have no degree objective.

Student Population Characteristics

Of the students enrolled in 1988, 35 percent are men and 65 percent are women. Since the mid-seventies, the percentage of women in the System has been higher than the percentage of men as indicated on Chart No. 4 on Page 61. The percentage of black students in the 1988 Fall Semester is slightly less than six percent. In 1974, the percentage of black students was nearly ten percent, but has steadily declined since that time as shown in Table No. 6, Page 62. In the Fall, 1988, 44 percent of the students are in the "over 25" age category. Chart No. 5 on Page 63 shows that within the last five years the percentage of students over twenty-five has remained fairly constant. Table No. 7, Page 64, shows the numbers and percentages within age categories for headcount enrollment.

Student Academic Characteristics

One indication of the academic characteristics of first-time freshmen in the System is illustrated by the scores on the American College Test (ACT). Either the American College Test (ACT) or the Career Planning Program (CPP) is required of all entering students who have no previous college work and are enrolled in a degree program. The ACT is a national achievement test which yields standard scores in the areas of English, mathematics, social sciences, natural sciences, and a composite score. It is used by all the public institutions of higher education in the state as a counseling and placement device. Students enrolled in technical degree programs or who have been out of high school for several years may take the CPP instead of the ACT. The CPP is designed to help students relate their interests and abilities to educational and career planning.

Of those students who took the ACT, the overall System composite mean for entering freshmen was 15.2 for the 1987-88 academic year. Scores for the 1988 entering freshmen are not yet available.

By way of comparison, the average mean composite score for enrolled freshmen in two-year public institutions nationwide was 15.9 and in four-year institutions 17.4. The average mean composite score for enrolled freshmen in four-year public institutions in Kentucky was 18.8.

Extended Campus Offerings and Enrollments

Extended campus offerings include the following: evening courses, weekend courses, off-campus courses, courses offered through television (telecourses), and dual credit courses offered to high school students. The Community College System began offering telecourses in the Fall of 1978. Fewer than one hundred students were initially enrolled. Currently, five telecourses are being offered and 730 people are enrolled in one or more of them. If telecourse enrollments continue to increase at the current rate, over 900 people will be served in the 1989 Fall Semester.

Chart No. 6 on Page 65 shows a complete breakdown of the percentage of student credit hours (number of students enrolled in a course times the credit hours) offered through the extended campus program in the Fall, 1988. Of the 292,275 total student credit hours offered, slightly over 77 percent are taken on campus during the day. Of the remaining 23 percent which are offered through the extended campus, over 12 percent are taken on campus during the evening and approximately 6 percent are taken outside the college home county. The remaining credits are taken through the following: off-campus locations within the home county--2.6 percent, weekend--1.1 percent, telecourses--0.8 percent, and dual credit--0.2 percent. Tables No's. 8 and 9 on Pages 66 and 67 provide a college-by-college breakdown of headcount enrollment in out-of-county courses and telecourses offered during Fall, 1988.

Program Graduates

Chart No. 7 on Page 68 shows the graduates by program for selected years. During the last academic year, 1987-88, there were 2,442 graduates in the System. Of these, 1,526 (62.5 percent) earned an Associate in Applied Science Degree (Career Programs), and 916 (37.5 percent) earned an Associate in Arts or Associate in Science Degree (Transfer Programs). Since 1984, the total number of graduates has remained fairly constant, ranging from a high in 1983-84 of 2,617 to a low in 1986-87 of 2,440. Furthermore, the composition of the type of graduates (pre-baccalaureate versus technical) has changed only slightly over these five years. In 1983-84, the technical graduates outnumbered the pre-baccalaureate almost two to one. By 1987-88, the proportion of pre-baccalaureate graduates had risen somewhat so that the technical to pre-baccalaureate ratio was about 1.7 to 1.

ACCESS WITH EXCELLENCE

Through community colleges, many academic, economic, social, and geographical barriers to college are removed for the populace. With the barriers removed, resulting in a great diversity of students entering the community colleges, can "excellence" be maintained? Open access or open admission must be provided with excellence of teaching and student services if indeed those students accessing are to develop their talents. "Community colleges, especially today, are faced with a fundamental dilemma. On one hand, they want to keep their doors open to everyone; on the other hand, they want to offer quality and academic excellence in their programs" (Roueche 36-37).

Instruction and Faculty Development

The University of Kentucky Community College System is committed to excellence in instruction. The University of Kentucky Administrative Regulations clearly delineate the quality and performance expected of the faculty, and procedures and criteria have been developed for the purpose of improving the instructional program by continually upgrading the quality and performance of the faculty.

Working with a division chairman, each faculty member reaches an understanding of his or her assignment of activities for each academic year through the "Distribution of Effort Agreement." A "typical" community college faculty member spends about 85 percent of his or her time on teaching activities, 10 percent on student guidance-advising activities, 3 percent on continuing education (teaching non-credit short courses) and community service, and 2 percent on professional development activities and institutional services during an academic year.

"The primary function of a faculty member in a community college is to provide instruction of superior quality" (AR II-5.0-2 11). Evidence of superior teaching is used in the appointment and promotion of faculty. Objective evidence of the teaching quality is obtained annually for non-tenured faculty and at least biennially for tenured faculty members. This objective evidence includes reports by colleagues and evaluation by students. The University of Kentucky Administrative Regulations lists a number of ways to demonstrate superior teaching. The listing includes, but is not limited to, the following:

1. Course objectives should be clearly defined. The relationship to prerequisites and courses which follow should be well conceived, and the relationship of the course to the field of study in general should be articulated.

2. The organization of the course should be in the form of an outline and assignments which reflect a logical and imaginative approach to the subject.

3. The content should be kept up to date and should be consistent with the level at which the course is offered in the curriculum.

4. The faculty member should be aware of and, where appropriate, use newer educational media in teaching.

5. The faculty member should teach in such a manner that the students work to the level of their abilities, i.e., enrichment of opportunity for students to achieve at significantly different levels.

6. The faculty member should be skillful in evaluating the effectiveness of one's teaching. The faculty member also should have the ability to devise and use valid instruments for evaluation which are pertinent to the learning experiences provided by the course.

7. The faculty member should be effective in presentation and interpretation of subject matter.

8. The faculty member should carry an appropriate share of the total instructional load of a division in a community college and should contribute to the maintenance of a vigorous tone in the division's instructional program (AR II-5.0-2 11-12).

With the large enrollment increases over the past years, the System has employed additional full-time and part-time faculty. Currently, there are 712 full-time teaching faculty and 879 part-time faculty employed in the Community College System (excluding counselors and librarians). There are also 196 volunteer faculty who assist primarily in the clinical areas of the health career programs. During the 1988 Fall Semester, 4,417 course sections are being taught. Of those, 3,054 (69 percent) are taught by full-time faculty, with the remaining 1,363 (31 percent) being taught by part-time faculty. This represents a gradual increase over the last four years of the percentage of course sections taught by part-time faculty from 27 percent in 1985 to 31 percent currently. Full-time faculty provide a comprehensive service to the college and community through classroom instruction, student guidance-advising, continuing education teaching, community service, and professional activities, while the responsibility of most part-time faculty is limited to classroom instruction.

Of the full-time faculty members, the majority, 77 percent, have a masters degree, while 10 percent have a doctorate and 13 percent have a bachelors or less. Additionally, all faculty members who teach technical specialty courses have technical competence in the fields in which they teach. All part-time faculty teaching courses for credit meet the same requirements for professional, experiential and scholarly preparation as the full-time faculty members teaching in the same disciplines.

Faculty development in the Community College System is supported by systemwide conferences, orientation programs, assistance grants, and by similar in-service programs and grants operating in the individual colleges in the System. In addition, participation by the faculty in external professional associations and meetings is encouraged and financially supported as much as resources permit. A limited number of sabbaticals and leaves of absence are supported. All of the colleges participate in the Teaching Improvement Process (TIP), a consulting service provided to faculty who wish to analyze their teaching and implement changes. During the 1987-88 academic year, 311 in-service programs were conducted within the System and 65 faculty participated in TIP. The Community College System Office also granted 16 Summer Teaching Improvement Fellowships, totaling $12,250, to assist faculty in improving and revising course materials. Eight faculty were awarded sabbatical leaves during 1987-88.

In addition to these activities, systemwide workshops and conferences were hosted by the Community College System for TIP teaching consultants, new faculty and staff, division chairmen, psychology faculty, allied health faculty and science faculty.

Academic Advising

Every student entering a community college is assigned an academic adviser. The assignment is made on the basis of the student's interest and achievements. The adviser, who is also a full-time faculty member, must be consulted before the student registers and before changes are made in the schedule of classes the student is taking. Through academic advising, faculty members extend the teacher-student relationship beyond the classroom.

Student Development (Support) Services

Student development services are realistic, viable support services which meet the developmental needs of the student population. They are provided through the Student Development Centers or Counseling offices at the community colleges and may include courses in college survival skills and effective decision-making, counseling services, academic support services, and handicapped student services. Counseling services include personal/social counseling, counseling for educational problems, career counseling (seminars and individualized), career resource materials, and counseling support groups for students who have specialized, shared concerns. The academic support services include academic help seminars, tutoring services, and study skills assistance. Handicapped student services include admissions counseling, advising, advocacy, and counseling. Access to all counseling services is through self (student) referral or faculty referral and available on a "walk-in" basis or by appointment.

Other student services include admissions, student records, financial aid, veteran affairs, and career, part-time and summer job placement.

Some of the colleges have established programs tailored for specific groups such as "Late Start," a program for older students who have been out of school five years or more. The program is designed to assist students in making the transition to student status. Project REWARD (Re-entering Education with a Real Determination) is another example of programs for specific groups. This program is designed for single parents and homemakers in their attempt to retrain in order to enter the job market. Support is provided to single parents and homemakers through monthly group meetings and individual counseling.

Support services for hearing-impaired students are available through the state Office of Vocational Rehabilitation or through a supplemental program for Kentucky residents administered by the Council on Higher Education. These support services include interpreting and notetaking for classroom lectures and interpreting services for tutorial sessions.

Developmental (Remedial) Education

Access is more than simply "opening the door." Because some students enter the community colleges with academic deficiencies, access clearly means helping adults remediate or retrain. For example, the "transfer" programs at the community colleges may be composed of two groups of students: those who are proficient in basic skills and could have entered a selective admissions four-year institution as freshmen, and those who have basic skill deficiencies which must be corrected so they can perform college-level work at the community college and subsequently enter a four-year institution.

To ensure excellence with open admission, the colleges perform basic skills assessment in reading, mathematical computation, and writing. Developmental courses, which give students an opportunity to improve basic skills in order to enter college-level courses, are offered in reading, writing, and mathematics to those students identified as having academic deficiencies. Some of the colleges offer additional developmental courses such as Orientation to College Chemistry, Speed Reading, Developmental Accounting, Natural Science, and Freshman Orientation.

Developmental courses are offered for college credit, and the credit hours do count toward determining a student's full-time load. However, these course credits, with one exception, do not apply toward the degree requirements for the technical and transfer programs. The one exception to this is the Freshman Orientation course.

Students are enrolled in developmental courses on the basis of their placement test scores (ACT or College Tests in English, mathematics, and reading). Areas of strength and weakness are identified in the testing process and recommendations are made by advisers to enroll in a course or courses which will help students to succeed academically. Enrollment in developmental courses is not mandatory, and some students choose not to take the recommended developmental courses.

At the largest community college in the System, "approximately 70-80 percent of all students tested in the orientation process exhibit weaknesses in one or more skill areas (writing, mathematics, or reading)" (Horvath 1985).

In addition to the developmental education offered through classroom instruction, there are individualized learning laboratories available on a walk-in basis. In these labs or centers students may receive individual tutoring in a variety of academic disciplines. They may use a variety of print and audio/visual media and computer assisted instruction activities to improve their learning skills.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

ACCESS TO HIGHER EDUCATION - For Discussion:

1. Should the "open admission" concept be continued?
2. Is higher education adequately accessible in Kentucky? If not, what role should the Community College System play in increasing accessibility?
3. How can the Community Colleges provide "more" access to the citizens of the Commonwealth?
4. Has community college access been communicated to the citizens of the State. If not, how can it be done?
5. Do people understand how community colleges differ from four-year institutions?
6. Has "unlimited access" adversely affected the quality?
7. Is access to community colleges adversely affected by the tuition rates?
8. Are all citizens of Kentucky served adequately by the Community College System? If not, should the community colleges plan to serve the other areas of the State? How?
9. What kind of a reward and salary system would promote excellence among those responsible for instruction?
10. What are the factors/resources required to retain and develop faculty and staff to meet the needs of students up to the year 2000 and beyond?
11. What additional services will be needed to produce a productive learning environment for a broad spectrum of students?
12. Should the Community College System attract and retain a greater percentage of minority students?
13. Should all the Community Colleges offer additional student support services such as day care centers, learning disabilities diagnostic services, transportation, etc.

Table 2

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY
Career Programs 1988-89

- Accounting Technology
- Architectural Technology
- Biomedical Equipment Technician
- Business Technology
  - Agri-Business Option
  - Banking Option
  - Management Option
  - Management Information Systems Option
  - Real Estate Management Option
  - Retail Option
  - Retail Marketing Option
  - Transportation Option
- Commercial Art Technology
  - Advertising Option
  - Photography Option
- Communications Technology
- Culinary Arts
- Data Processing Technology
- Dental Hygiene
- Dental Laboratory Technician
- Early Childhood Education
- Engineering Technology
  - Computer Repair Option
  - Electrical Option
  - Mechanical Option
- Fire Science Technology
- Human Services
- Industrial-Electrical Technology
- Laser Optics Technician
- Law Enforcement Technology
- Medical Laboratory Technician
- Mining Technology
- Nuclear Medicine Technology
- Associate Degree Nursing
- Office Administration
- Physical Therapist Assistant
- Radiologic Technology
- Real Estate
- Reclamation Technology
- Respiratory Care

TABLE 3

Community College System
University of Kentucky
Career Programs 1988-1989

Ashland Community College

- Accounting Technology
- Business Technology
  - Banking Option
  - Management Option
  - Management Information Systems Option
  - Real Estate Management Option
- Data Processing Technology
- Associate Degree Nursing
- Office Administration

Elizabethtown Community College

- Business Technology
  - Banking Option
  - Management Option
  - Real Estate Management Option
- Data Processing Technology
- Associate Degree Nursing
- Office Administration

Hazard Community College

- Business Technology
  - Management Option
  - Management Information Systems Option
- Associate Degree Nursing (Offered by Southeast Community College)
- Office Administration

Henderson Community College

- Business Technology
  - Management Option
- Communications Technology
- Data Processing Technology
- Human Services
- Medical Laboratory Technician
- Associate Degree Nursing
- Office Administration

Hopkinsville Community College

- Business Technology
  - Banking Option
  - Management Option
  - Management Information Systems Option
- Human Services
- Law Enforcement Technology
- Associate Degree Nursing *
- Office Administration

Jefferson Community College

- Accounting Technology
- Business Technology
  - Management Option
- Commercial Art Technology
  - Advertising Option
  - Photography Option
- Culinary Arts
- Data Processing Technology
- Early Childhood Education
- Engineering Technology
  - Electrical Option
- Fire Science Technology
- Human Services
- Industrial-Electrical Technology
- Medical Laboratory Technician
- Associate Degree Nursing
- Office Administration
- Physical Therapist Assistant
- Real Estate
- Respiratory Care

Lexington Community College

- Accounting Technology
- Architectural Technology
- Business Technology
  - Management Option
  - Retail Marketing Option
  - Transportation Option
- Data Processing Technology
- Dental Hygiene
- Dental Laboratory Technology
- Engineering Technology
  - Electrical Option
  - Mechanical Option
- Nuclear Medicine Technology
- Associate Degree Nursing
- Office Administration
- Radiologic Technology
- Real Estate
- Respiratory Care

TABLE 3 continued

Community College System
University of Kentucky
Career Programs 1988-1989

Madisonville Community College

- Accounting Technology
- Biomedical Equipment Technician
- Business Technology
  - Banking Option
  - Management Option
  - Real Estate Management Option
  - Retail Marketing Option
- Data Processing Technology
- Engineering Technology
  - Electrical Option
  - Mechancial Option
- Laser Optics Technician
- Mining Technology
- Associate Degree Nursing*
- Office Administration
- Radiologic Technology
- Reclamation Technology
- Respiratory Care

Maysville Community College

- Business Technology
  - Agri-business Option
  - Management Option
  - Management Information Systems Option
  - Retail Marketing Option
- Dental Hygiene
- Industrial-Electrical Technology
- Associate Degree Nursing
- Office Administration

Owensboro Community College

- Business Technology
  - Management Option
- Data Processing Technology
- Office Administration

*Pennyrile Regional Associate Degree Nursing Program

10/88mj

Paducah Community College

- Accounting Technology
- Business Technology
  - Banking Option
  - Management Option
  - Real Estate Management Option
  - Retail Marketing Option
- Communications Technology
- Data Processing Technology
- Associate Degree Nursing
- Office Administration
- Physical Therapist Assistant

Prestonsburg Community College

- Accounting Technology
- Business Technology
  - Management Option
  - Real Estate Management Option
- Associate Degree Nursing

Somerset Community College

- Business Technology
  - Banking Option
  - Management Option
- Data Processing Technology
- Medical Laboratory Technician
- Associate Degree Nursing
- Office Administration
- Physical Therapist Assistant

Southeast Community College

- Business Technology
  - Management Option
  - Management Information Systems Option
- Dental Hygiene
- Engineering Technology
  - Computer Repair Option
- Mining Technology
- Associate Degree Nursing
- Office Administration

CHART 1

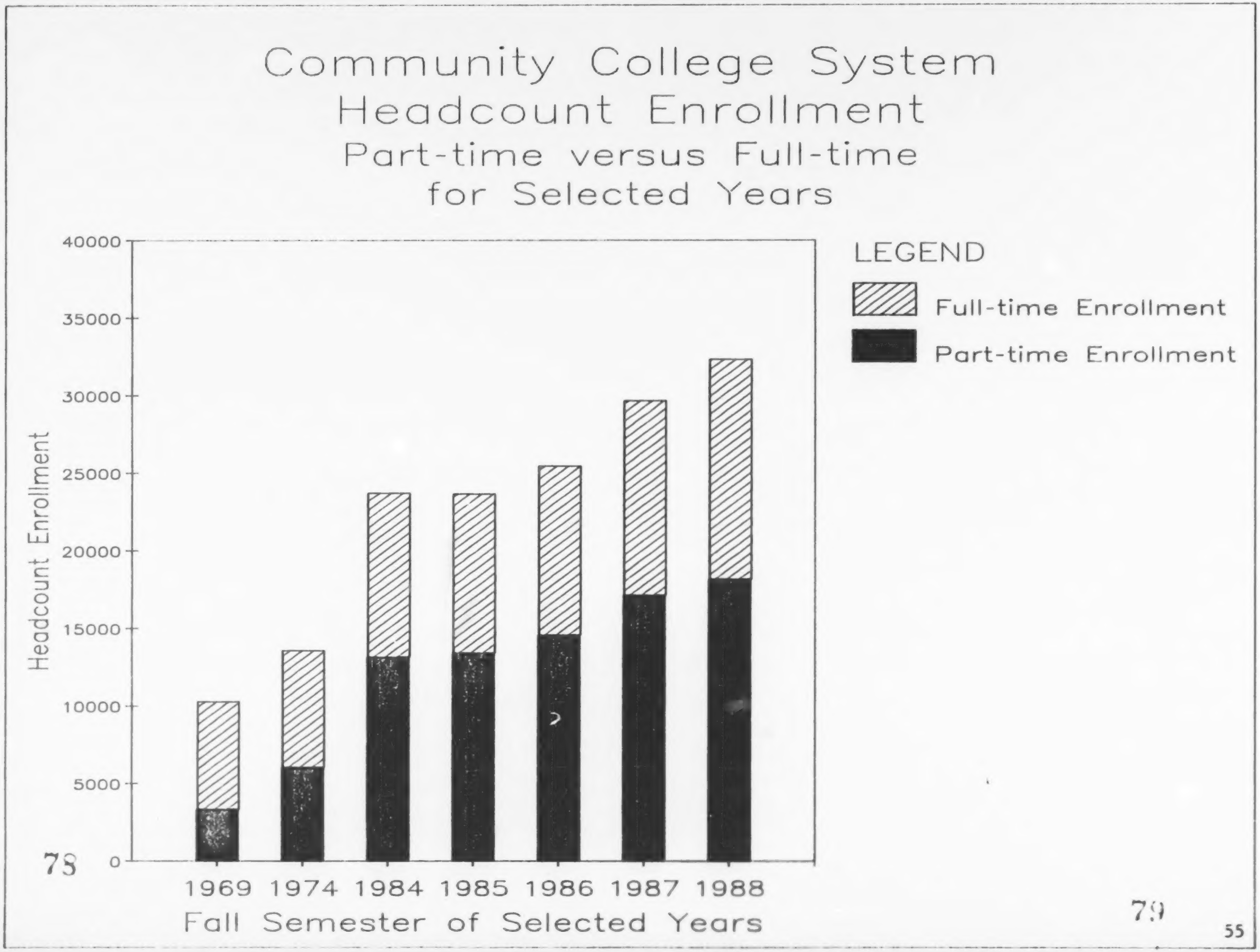

Community College System
Headcount Enrollment
Part-time versus Full-time
for Selected Years
LEGEND
Full-time Enrollment
Part-time Enrollment
Headcount Enrollment
40000
35000
30000
25000
20000
15000
10000
5000
0
1969
1974
1984
1985
1986
1987
1988
Fall Semester of Selected Years

TABLE 4

COMMUNITY COLLEGE SYSTEM
University of Kentucky

HEADCOUNT ENROLLMENT
FULL-TIME VERSUS PART-TIME
FOR SELECTED YEARS

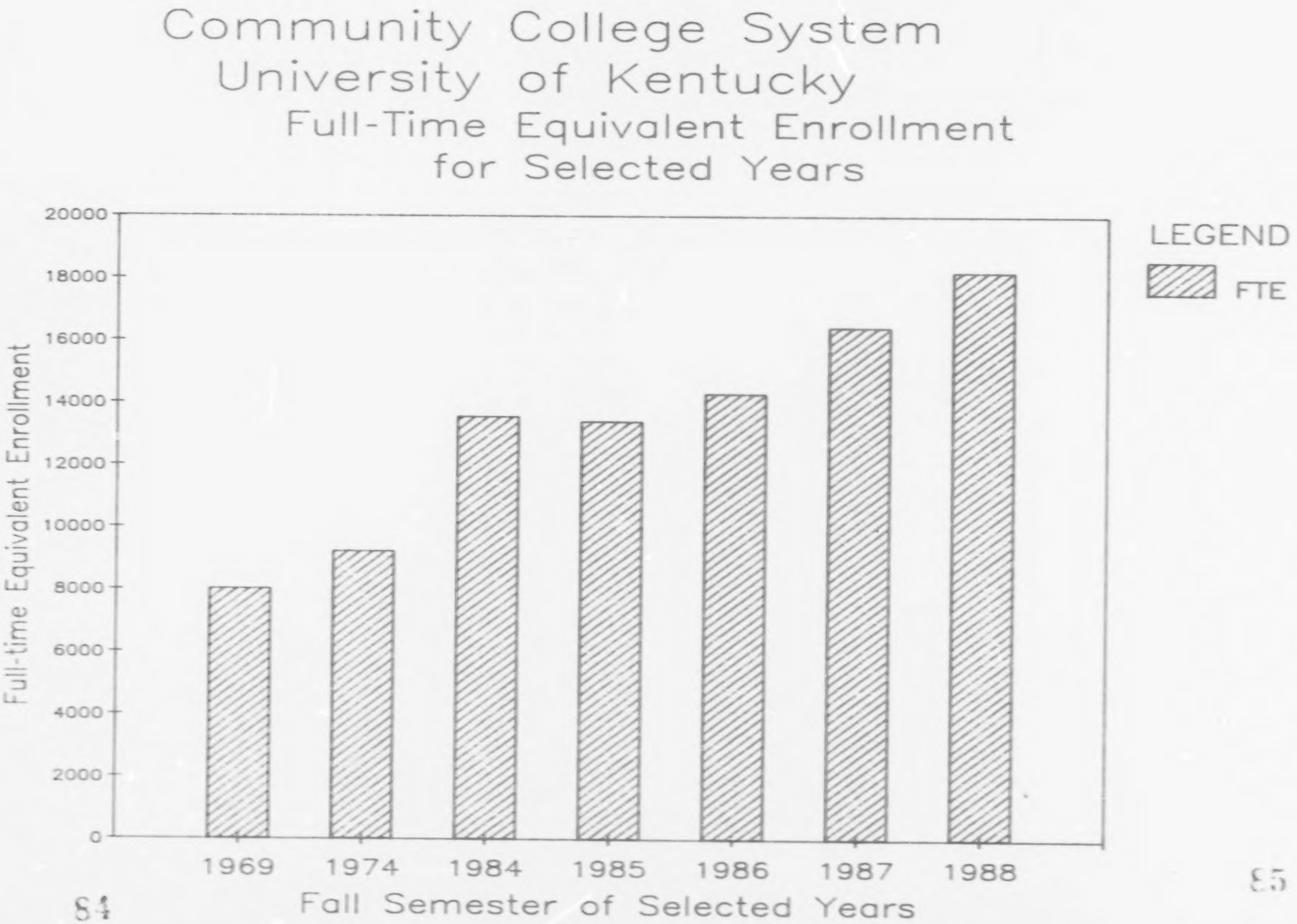
COLLEGE	1969 Full/Part (Total)	1974 Full/Part (Total)	1984 Full/Part (Total)	1985 Full/Part (Total)	1986 Full/Part (Total)	1987 Full/Part (Total)	1988 Full/Part (Total)
Ashland	697/314	881/372	1011/986	986/936	977/1014	1081/1205	1183/1337
Total	1011	1253	1997	1922	1991	2286	2520
Elizabethtown	535/95	636/342	1018/1078	1032/1017	1028/1063	1166/1180	1190/1472
Total	630	978	2096	2049	2091	2346	2662
Hazard	197/49	179/44	352/277	326/281	415/361	442/535	541/436
Total	246	223	629	607	776	977	977
Henderson	494/226	416/223	550/884	670/1189	473/572	471/649	543/694
Total	720	639	1434	1859	1045	1120	1237
Hopkinsville	318/133	426/819	583/530	474/468	573/495	594/747	640/849
Total	451	1345	1113	942	1068	1341	1489
Jefferson	1443/736	2105/2533	2475/4292	2338/4408	2400/4596	2623/5127	2766/5392
Total	2179	4638	6767	6746	6996	7750	8158
Lexington	12/220	696/585	1197/1376	1158/1380	1227/1360	1501/1494	1782/1589
Total	232	1281	2573	2538	2587	2995	3371
Madisonville	129/118	230/246	472/945	402/928	403/953	484/1030	662/1145
Total	247	476	1417	1330	1356	1514	1807

TABLE 4 continued

Maysville	279/39	228/89	358/296	395/371	390/337	399/380	380/485
Total	318	317	654	766	727	779	865
Owensboro	--	--	--	--	383/712	490/1040	666/1012
Total					1095	1530	1678
Paducah	639/360	675/326	929/987	846/836	866/1139	1004/1294	1140/1303
Total	999	1001	1916	1682	2005	2298	2443
Prestonsburg	368/60	378/103	659/608	710/633	758/747	980/1010	1182/935
Total	428	481	1267	1343	1505	1990	2117
Somerset	517/60	527/134	677/476	644/517	680/622	826/653	864/652
Total	577	661	1153	1161	1302	1479	1516
Southeast	374/76	219/160	287/439	335/487	394/631	539/836	691/906
Total	450	379	726	822	1025	1375	1597
System Total (Full-time/Part-time)	7012/3367*	7596/6076	10,568/13,174	10,316/13,451	10,967/14,602	12,600/17,180	14,230/18,207
Grand Total	10,379*	13,672	23,742	23,767	25,569	29,780	32,437

*2195 students are added in these totals from Ft. Knox and Northern.

CHART 2



Community College System
University of Kentucky
Full-Time Equivalent Enrollment
for Selected Years

Note: Full-time Equivalent equals 16 credit hours.

TABLE 5

COMMU[illegible]Y COLLEGE SYSTEM
University of Kentucky

FULL-TIME EQUIVALENT ENROLLMENT FOR SELECTED YEARS

COLLEGE	1969	1974	1984	1985	1986	1987	1988
Ashland	800	999	1225	1187	1206	1356	1462
Elizabethtown	558	750	1223	1218	1237	1394	1507
Hazard	205	195	411	397	500	571	641
Henderson	533	513	768	948	603	609	695
Hopkinsville	350	645	692	576	663	750	815
Jefferson	1681	2960	3545	3472	3586	3943	4166
Lexington	117	578	1536	1490	1545	1769	2047
Madisonville	159	300	678	622	631	729	919
Maysville	280	264	417	471	463	474	482
Owensboro	-	-	-	-	537	733	881
Paducah	804	783	1143	1023	1085	1285	1407
Prestonsburg	382	423	798	862	937	1193	1353
Somerset	531	580	755	731	796	932	977
Southeast	411	273	386	440	549	737	889
System Total	8052*	9263	13,587	13,437	14,338	16,475	18,249

NOTE: Full-time equivalent equals 16 credit hours. (In 1974, it was 15 credit hours)

* 1241 Students are added to the total from Fort Knox and Northern enrollments

CHART 3

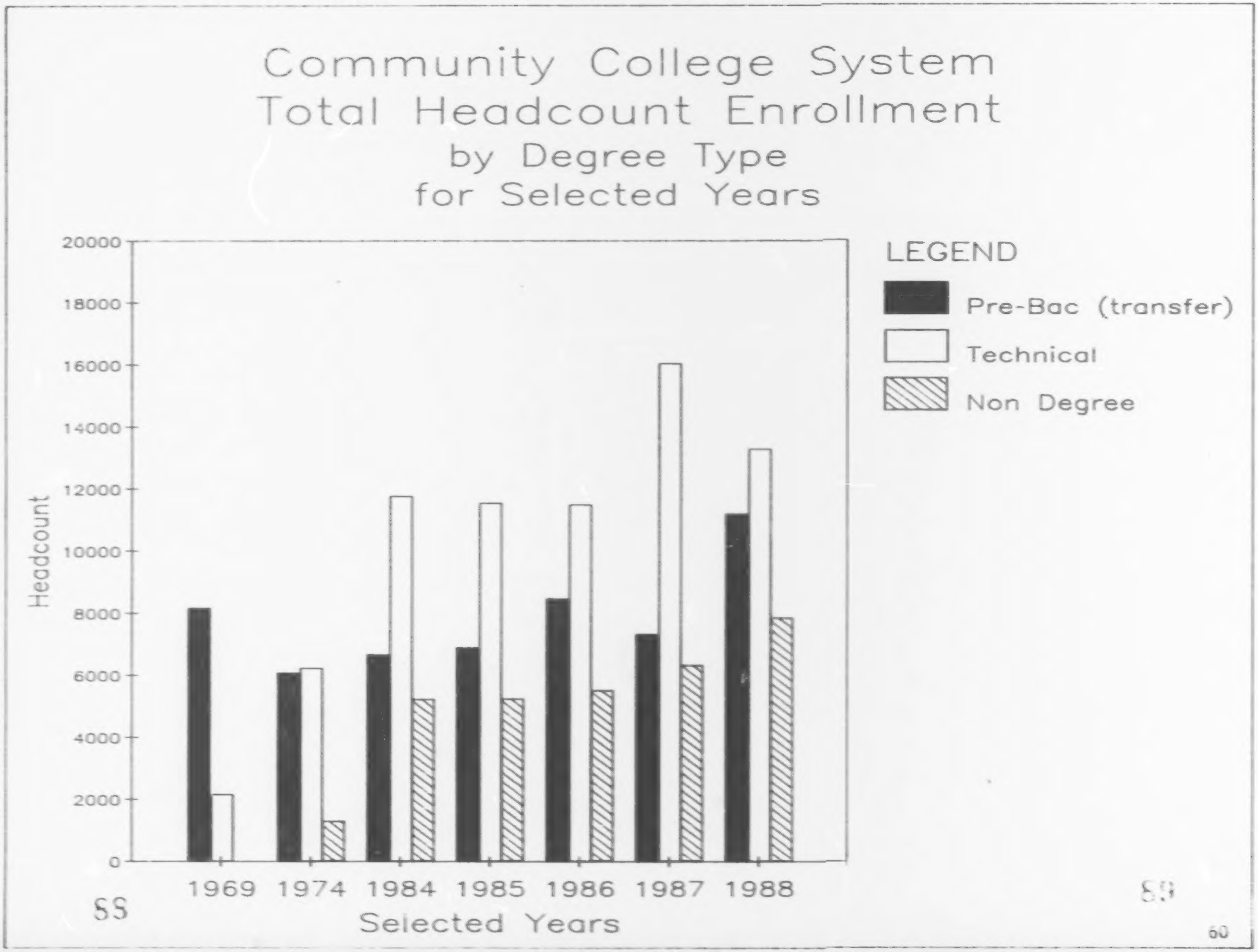

Community College System
Total Headcount Enrollment
by Degree Type
for Selected Years
LEGEND
▇ Pre-Bac (transfer)
☐ Technical
▨ Non Degree
Headcount
20000
18000
16000
14000
12000
10000
8000
6000
4000
2000
0
1969
1974
1984
1985
1986
1987
1988
Selected Years

CHART 4

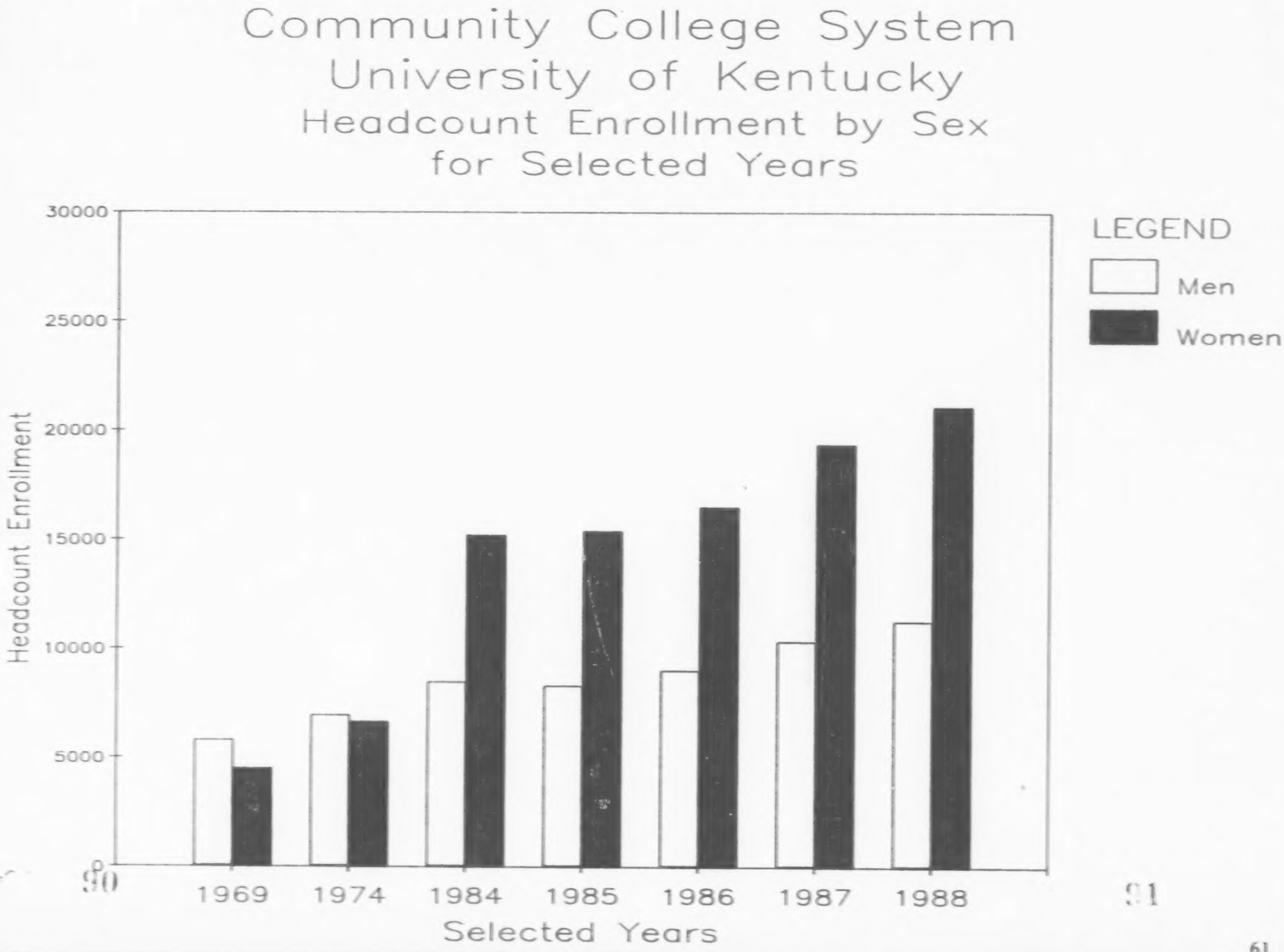

Community College System
University of Kentucky
Headcount Enrollment by Sex
for Selected Years
30000
25000
20000
15000
10000
5000
0
Headcount Enrollment
1969
1974
1984
1985
1986
1987
1988
Selected Years
LEGEND
☐ Men
■ Women

TABLE 6

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

NUMBERS AND PERCENTAGES OF ETHNIC ENROLLMENT FOR SELECTED YEARS

	BLACK		WHITE		OTHER	
Fall Semester	Number	Percentage of Total	Number	Percentage of Total	Number	Percentage of Total
1974	1331	9.7%	12,276	89.8%	65	0.5%
1984	1952	8.2%	21,406	90.2%	384	1.6%
1985	1819	7.7%	21,593	90.9%	355	1.5%
1986	1722	6.7%	23,485	91.9%	362	1.4%
1987	1871	6.3%	27,457	92.2%	452	1.5%
1988	1893	5.8%	29,977	92.4%	569	1.8%

CHART 5

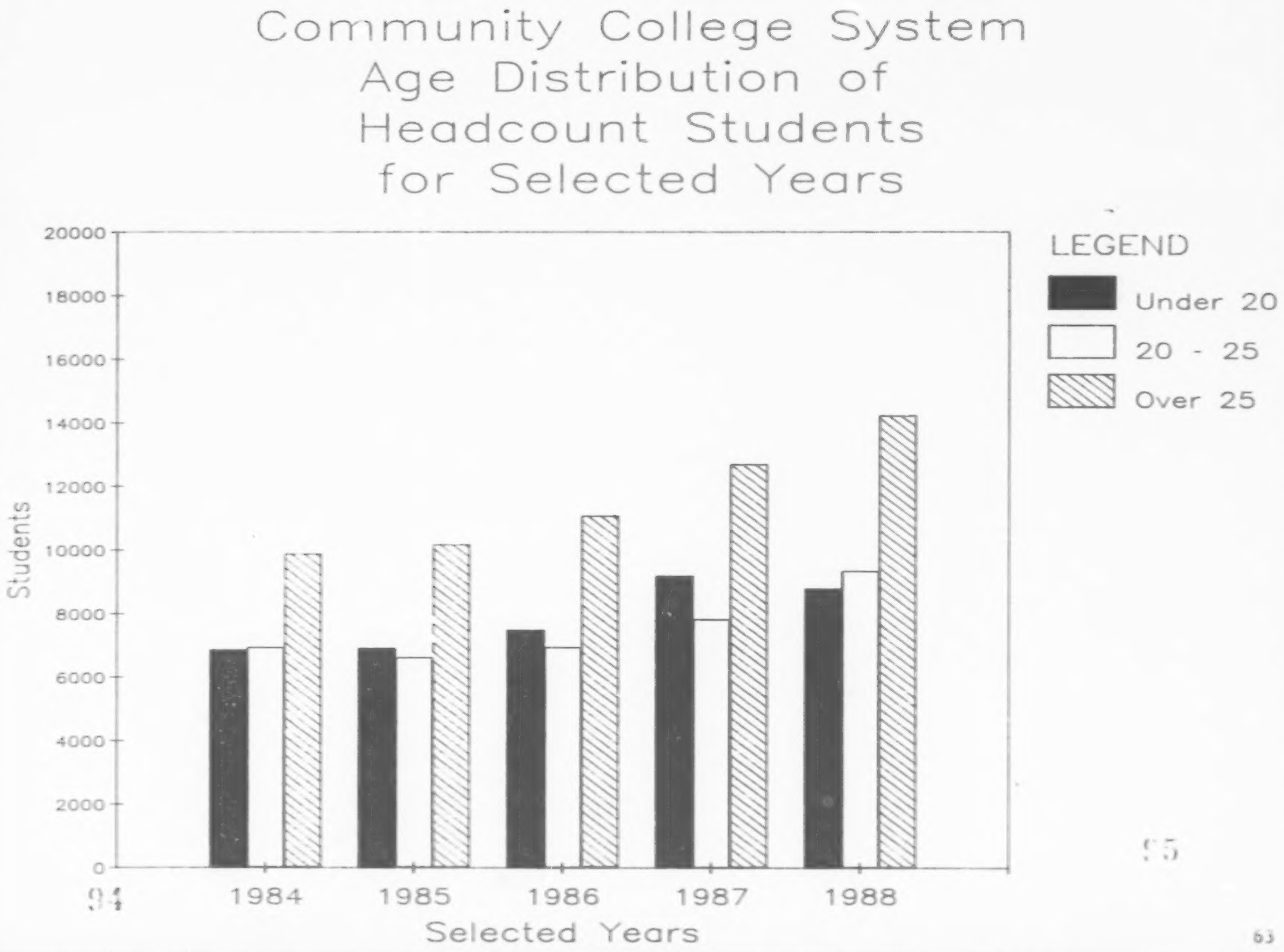

Community College System
Age Distribution of
Headcount Students
for Selected Years
20000
18000
16000
14000
12000
10000
8000
6000
4000
2000
0
Students
1984
1985
1986
1987
1988
Selected Years
LEGEND
Under 20
20 - 25
Over 25

TABLE 7

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

NUMBERS AND PERCENTAGES WITHIN AGE CATEGORIES FOR HEADCOUNT ENROLLMENT (SELECTED YEARS)

	Under Age 20		Age 20-25		Age Over 25	
Fall Semester	Number	Percentage Of Total	Number	Percentage Of Total	Number	Percentage Of Total
1984	6881	29%	6962	29%	9899	42%
1985	6931	29%	6645	28%	10,191	43%
1986	7506	29%	6966	27%	11,097	44%
1987	9209	31%	7854	26%	12,717	43%
1988	8813	27%	9367	29%	14,259	44%

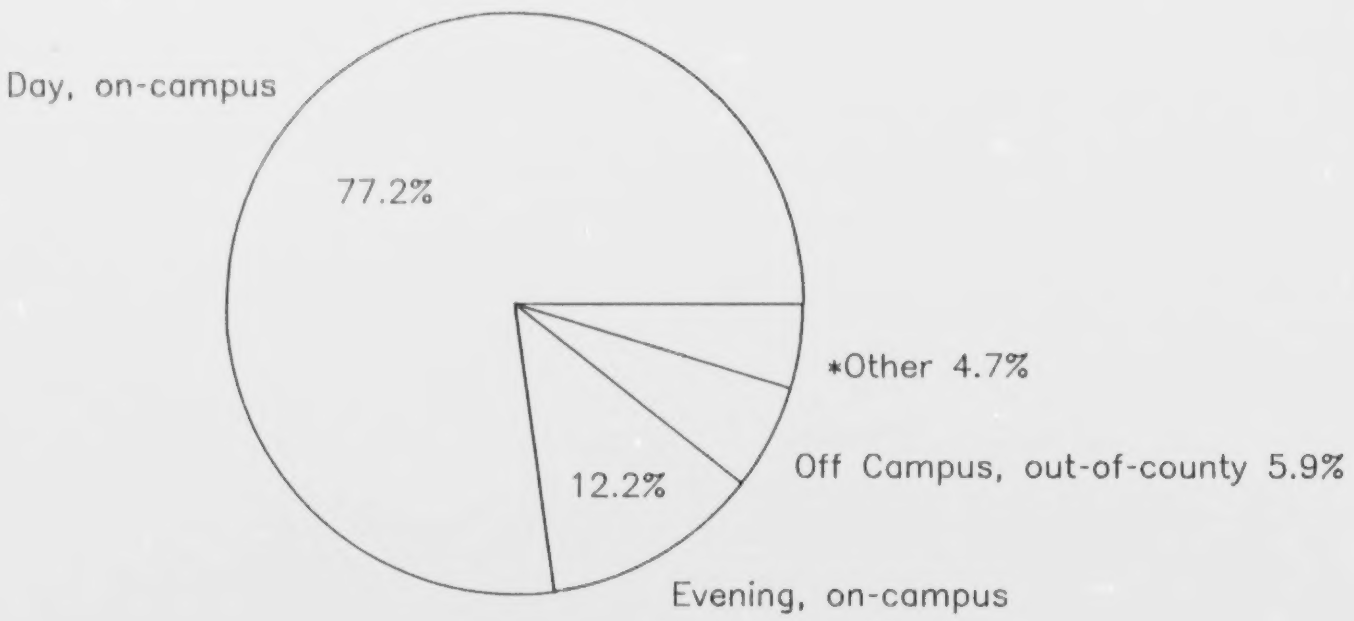
97

96

CHART 6

Community College System
University of Kentucky

Percentage Breakdown of Credit Hours Offered Fall, 1988



System total of 292,275 credit hours for Fall, 1988

* Includes:

Dual Credit - 0.2%
Telecourses - 0.8%
Weekend - 1.1%
Off Campus (In-County) - 2.6%

TABLE 8

COMMUNITY COLLEGE SYSTEM
University of Kentucky

UNDUPLICATED HEADCOUNT FOR OUT-OF-COUNTY ENROLLMENT
FALL 1988

COLLEGE	HEADCOUNT
Ashland	496
Elizabethtown	232
Hazard	288
Henderson	264
Hopkinsville	97
Jefferson	73
Lexington	22
Madisonville	477
Maysville	134
Owensboro	119
Paducah	21
Prestonsburg	384
Somerset	442
Southeast	625
SYSTEM TOTAL	3,674

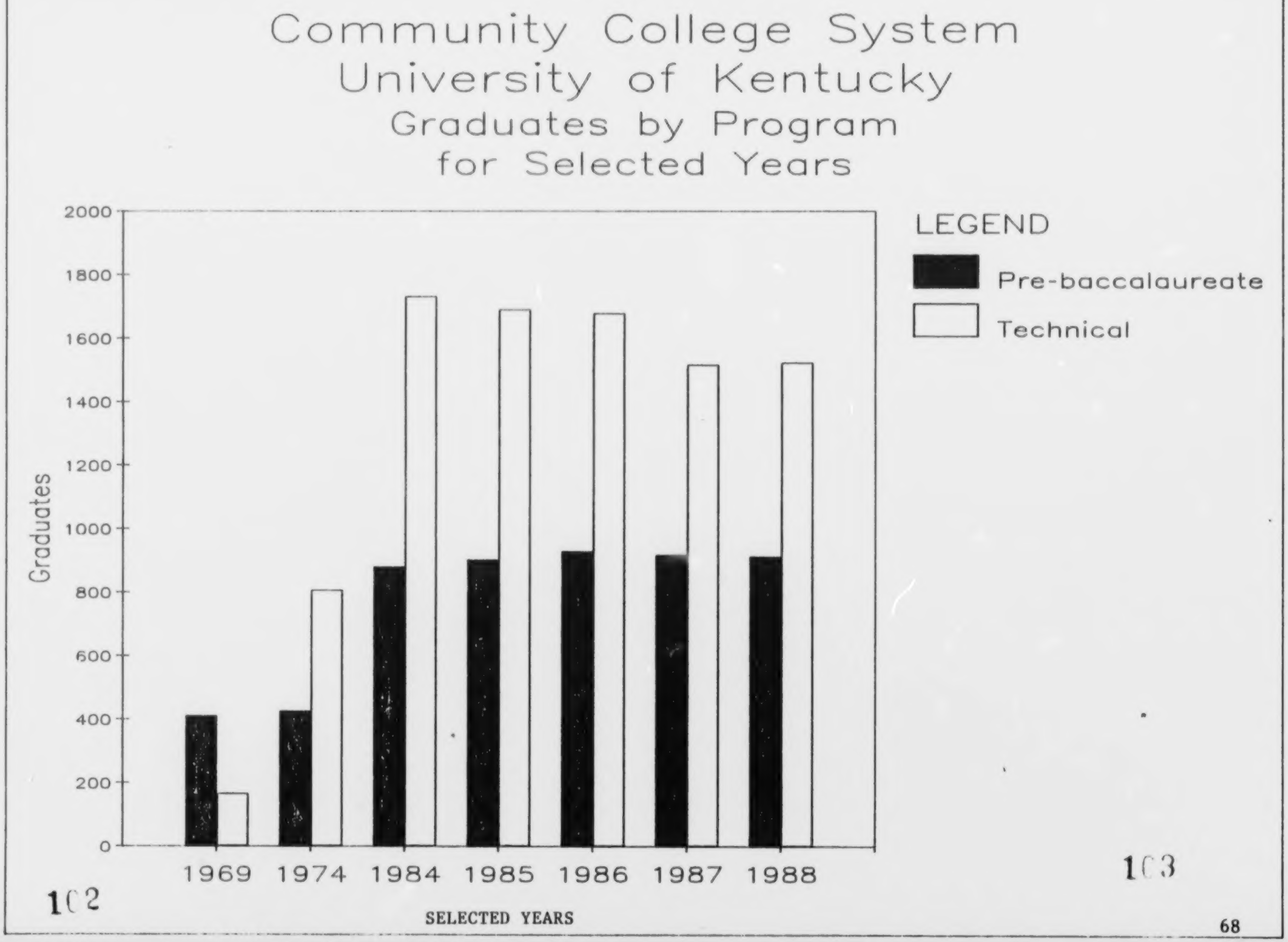
TABLE 9

COMMUNITY COLLEGE SYSTEM
University of Kentucky

UNDUPLICATED HEADCOUNT IN TELEVISION COURSES
FALL 1988

COLLEGE	HEADCOUNT
Ashland	76
Elizabethtown	162
Henderson	1
Hopkinsville	1
Lexington	107
Madisonville	68
Maysville	29
Owensboro	29
Paducah	62
Southeast	195
SYSTEM TOTAL	730

CHA 7


Community College System
University of Kentucky
Graduates by Program
for Selected Years
LEGEND
■ Pre-baccalaureate
□ Technical
Graduates
2000
1800
1600
1400
1200
1000
800
600
400
200
0
1969
1974
1984
1985
1986
1987
1988
SELECTED YEARS

WORKS CITED

Horvath, Ronald, and Nancy Hoover. "An Overview of Developmental Studies." Unpublished paper, 1985.

Roueche, John E., and George Baker. *Access and Excellence*. Washington: Community College Press, 1987.

University of Kentucky Governing Regulations and Administrative Regulations, 1986.

COLLEGE/COMMUNITY PARTNERSHIPS

- - - - -

INTRODUCTION

Definition of Partnership

The term partnership is used to describe the relationship between the community college and an institution, agency, organization, or business/industry it serves. The term is used as though the college has entered into some type of formal or contractual agreement with a second party. At times, a formal written contract is used to define the agreement between the college and the second party; however, many times community college partnerships refer to the willingness of each party to help the other. Partnership is a link between the community college and the second party--institution, agency, organization, or business/industry--based on a mutual belief that there is value in maintaining the relationship.

In a partnership, the community college will deliver education and training, consultant assistance, provide graduates to companies seeking employees, transfer graduates to four-year institutions with programs the students are seeking, make the college facilities, equipment, and library resources available to appropriate groups, and respond to community requests that fall within the mission of the college. The second party of the partnership may provide payment for services, may provide advisory personnel to the college, may serve as an advocate on behalf of the college, may send employees as students, may let employees serve as part-time and/or voluntary faculty, etc.

For the partnership to be effective, persons representing both parties must understand the functions, procedures, protocol, processes, and problems of the other.

A National Perspective

On a national basis, college/community partnerships are increasing and serving vital needs in many areas. Community colleges across the country are establishing partnerships with public schools (K-12) and with other higher education institutions. Programs such as "Early Encouragement" are services provided by community colleges to elementary and middle schools. Early Encouragement is a two-day camp for 5th and 6th grade students to encourage their parents to become more familiar with college and to recognize the untapped potential in their children.

Project STEP (Student Teacher Educational Partnership) involves K-12, community college and university sectors to help ensure a smooth transition of students from one level to another. A priority activity is the early recruitment of future teachers of science and mathematics, particularly from minority groups (Jenson).

Greenville Technical College, a two-year college in South Carolina, has articulation partnership agreements with the public school system. The agreements ensure that students meet performance-based objectives in their course work in order to avoid repetition and duplication upon entering the two-year college.

Greenville Technical College also has a Higher Education Center/Partnership on its campus. Six major universities now offer upper division and graduate level courses in the Center. The Center is leased to the universities comprising the innovative consortium of higher education institutions, with the technical college also using the center. Over 100 courses and seven degree programs are offered by the member institutions, with all courses offered during the evening. About 1,000 students are served each term. The consortium integrates educational planning for the Greenville area and unifies technical and liberal education.

There are also partnerships to improve the education of undereducated adults. According to The Chronicle of Higher Education, more and more states are asking two-year colleges to teach adults to read. In at least 15 states, community colleges, which pride themselves on service to non-traditional students, are coordinating efforts to teach adults the basic skills needed to function in society. The partnership roles the colleges play may vary from serving as agencies which disburse grants to schools, libraries, etc., to providing training tutors, recruiting students, and operating the computerized reading laboratories where much of the teaching now takes place. The new role raises philosophical questions over where the teaching of such basic skills belongs. North Carolina is considered a trend-setter in using community colleges for literacy programs. North Carolina gets money for its literacy programs under the federal Adult Basic Education Act, and received $3.5 million of the $115 million distributed nationwide in 1988. North Carolina supplemented that amount with $13 million in state money. The colleges offer adult-literacy programs in shopping centers, at factories and on campus (Blumenstyk).

The economic development partnerships on a national basis are discussed under the "Economic Development Role" in the next notebook section.

KENTUCKY COMMUNITY COLLEGES' PARTNERSHIPS

Non-Credit Offerings

The education, training, and services provided by the Kentucky community colleges through the numerous partnerships are either credit courses or continuing education/community service offerings--i.e. non-credit adult education courses, workshops, seminars, etc.

In the notebook section, "Access to Higher Education," the discussion pertaining to registration fees, admission procedures, program offerings, enrollments, student population characteristics, student academic characteristics, student development services, and developmental (remedial) education centered around access to "credit courses," which are funded out of a combination of state appropriated dollars and student fees.

In addition to the credit courses offered for the pre-baccalaureate and technical career programs, a part of the mission of the colleges in the Community College System is to provide "non-credit" continuing education and community service opportunities for citizens in their immediate areas. Non-credit offerings are funded primarily out of non-credit registration fees charged to participants.

Continuing education and community service are addressed in the _Kentucky Revised Statutes_ and the _University of Kentucky Administrative Regulations_.

> The commitment of the University of Kentucky Community College System to continuing education and community service has been confirmed by action of the University of Kentucky Board of Trustees and the state legislature. The policy statement on the three functions of the System as adopted in 1964 and revised in 1971 specifies one of the three functions of the System as "to provide programs of adult education and service oriented to community interests, both occupational and cultural." In addition, state law (KRS 164.580) requires that each community college shall provide "within a two-year college curriculum, courses in general

> education, including adult education, not necessarily intended for transfer nor technically oriented." (AR II-5.0-3)

The University of Kentucky Administrative Regulations also address the role of the faculty members in this part of the mission.

> The community colleges have responsibility for service across the broad spectrum of the community to meet those needs not met by formal degree programs. All faculty members in a community college share this responsibility, and it is recognized that while the specific roles and responsibilities of individual faculty members in this area will vary, continuing education and/or community service will be reflected in the overall responsibility and evaluation of a faculty member's contribution to the college.
>
> Continuing education and community service as extensions of the faculty member's role as a teacher in a community college mignt include planning or directing such activities as: (1) short non-credit courses, (2) forums and community meetings, (3) concerts and lectures, (4) exhibits, (5) recreational activities, and (6) professional assistance (AR II-5.0-2).

The registration fees for continuing education and community service activities are determined by the colleges and depend on a number of factors--the time involved in the development and presentation of the activity, the supplies, equipment and facilities required to offer the activity, etc. Additionally, the fees for these activities are market driven to a large extent.

Unless a continuing education/community service activity is developed for a specific group, business, or industry, the activities are open to the public. The student population characteristics vary according to program offering and range from elementary school children attending "computer camps" to senior citizens attending Elderhostel programs.

The Commission on Colleges of the Southern Association of Colleges and Schools requires its member institutions to recognize and record properly the efforts of individuals participating in "continuing education" activities and the efforts of the institution offering the continuing education activities. The Continuing Education Unit (CEU) is used for this purpose. The CEU provides for the recognition and reporting process for the non-credit learning efforts of an individual and the programming efforts of a college. "One CEU represents 10 contact hours of participation in an organized continuing education experience of a non-credit nature under responsible sponsorship and qualified instruction" (AR II-5.0-3).

There are two categories of CEUs--individual and institutional. Within the individual category, there are two divisions--Area I and Area II. Area I is for "Programs which are wholly structured to provide skills and/or knowledge for occupational improvements in fields such as the professions, business and Industry..." Area II is for "Programs specifically organized to provide assistance in the solution of problems confronting society, such as health and safety, human relations..." (AR II-5.0-3). The colleges maintain participation records for "individuals" who participate in programs classified under Areas I and II.

As mentioned earlier, the second category of CEUs for continuing education is institutional. Institutional CEUs are utilized for educational programs organized to provide enrichment to individuals in subjects such as leisure time activities, cultural enrichment, etc. Individuals who participate in such activities do register, but no individual CEUs are awarded. The registration of attendance is required for institutional reporting use.

The "community service" non-credit activities do not meet the criteria for utilization of either the individual or institutional CEU, but staff and institutional commitment may be reflected in other personnel reports and the activities are reported semiannually to the central office of the Community College System. The service types of activities include use of facilities, technical assistance of faculty, and cultural enrichment activities. See

Pages 94-98 for the complete "Policy Statement on the Accounting and Measurement of Continuing Education and Community Service Activities" (AR II-5.0-3). See Pages 99-102 for the Council on Higher Education Policies and Procedures for Continuing Education Units.

Type of Non-Credit Offerings

The continuing education/community service programs at the colleges consist of a variety of activities and services offered in response to the needs of the communities. These may include non-credit courses, forums, concerts, lectures, exhibits, recreational activities, training/retraining sessions, and professional development activities. Literacy training, GED preparation/testing, and the many non-credit training activities within the economic development role are included under the broad umbrella of continuing education/community service. Many of the continuing education/community service activities are described on the following pages, and other activities are described in the "Economic Development Role" section. Thus, only a sample listing of general interest continuing education activities/workshops is included on Page 103.

Enrollments and CEUs Awarded

The tables on Pages 104 and 105 include a summary of the System's continuing education and community service activities for selected years. Included are data on the number of students served and the number and types of continuing education units (CEUs) awarded. Overall, the number of people served in continuing education in 1987-88 increased a little over 15 percent over the previous year. The actual number of CEUs awarded in 1987-88 increased 64 percent over the previous year. The number of CEUs awarded for Area I--programs which are structured to provide skills and/or knowledge for occupational improvements--in 1987-88 increased 52 percent over the previous year. The number of CEUs awarded for Area II--programs specifically organized to provide assistance in the solution of problems confronting society, such as health and safety--in 1987-88 increased 120 percent over the previous year. Institutional CEUs awarded in 1987-88 increased 66 percent over the previous year. The number of individuals served in 1987-88 in community service increased 2.3 percent over the previous year.

Partnerships With Elementary and Middle Schools

Community Colleges in Kentucky are actively involved with elementary and middle schools. The activities vary depending on the college and the community, but activities which illustrate ommunity college/elementary school/middle school partnerships are described in the following paragraphs. All of the activities described, unless stated otherwise, are offered through the Continuing Education/Community Service components of the colleges.

The 4 + 1 Saturday Program at one community college is a joint project of the city and county school systems and the community college in order to provide a special challenge program for the gifted and talented students in the area elementary schools. The 4 + 1 Saturday Program is conducted on the college campus for the most part. Special programs of interest designed to challenge the gifted and talented students are provided for two hours each Saturday afternoon for five weeks. Students study physics, hospital health care, geological diggings, drama, theater, and participate in activities such as creative writing and computer applications.

Project PREP is a six-week summer pre-engineering experience for students from grades 7-10. Community college faculty members present problem solving related activities in learning pre-engineering skills with the assistance of role models, practicing engineers from five different companies--Ashland Oil, Armco, Kentucky Power, U.S. Corps of Engineers, and King's Daughters' Medical Center.

Children's Literature Storytelling Workshop is a joint effort between one community college and the county board of education to provide an inservice workshop for the county school librarians.

One of the colleges received a grant from the Kentucky Humanities Council to promote the teaching of literature in the elementary schools. Fifty elementary teachers attended a workshop conducted by the faculty members in the humanities division of the college. The elementary teachers received instruction in the teaching of literature.

The Computer Information Association, a community college student organization, and faculty sponsors work with a grade school on Microcomputer Applications for Teachers and Staff.

One community college's full-time electronic technician repairs audiovisual equipment for the public schools.

One faculty member who teaches Communications formally proposed a twelve-week course in interpersonal communication for eighth grade students.

About 900 seventh grade students visit one local community college campus each year. They are given a tour of the campus and each academic division has a special project or demonstration prepared for the visit.

Other activities include the (1) elementary, high school, and college teachers meeting periodically to design a continuous math/science curriculum for the congressional district, (2) art workshops offered by the college to area elementary school children, (3) "college for kids," summer sessions for 7th and 8th graders, with the classes being taught by college faculty and local school teachers, (4) summer computer camps for elementary students, and (5) the administration of the Adult Basic Level Education Exam to candidates for teacher aide positions in elementary schools.

Partnerships with Secondary Schools

Much of the community college curriculum serves to bridge the gap between high school and the upper division curriculum at four-year institutions. Thus, there is a need to provide for necessary coordination and articulation between the high school curriculum, community college curriculum, and four-year college requirements.

Both formal and informal partnership agreements exist between Kentucky community colleges and secondary schools. Activities will vary with the colleges, with some program examples provided in the following paragraphs.

One community college, in cooperation with the county schools, offers a Tech/Prep (2 + 2) curriculum. The 2 + 2 program coordinates two years of technology-related instruction at the high school level with a two-year program at the community college. The courses for secondary school students are designed to prepare them for instruction in a technical field at a postsecondary institution. The 2 + 2 program provides an important bridge between secondary school and two-year college instruction. This encourages students who might have ended their education with high school to extend their education. In the program offered at the Kentucky community college, students begin the program in the 11th grade and upon completion have earned the Associate in Applied Science Degree in Electrical Engineering Technology. Industry is in favor of the Tech/Prep concept, but it is difficult to get the program promoted in the public secondary schools and with parents. The one existing program has been available for three years and only one student has earned the Associate Degree.

The arts and humanities division of one college hosts a Language Festival for area secondary schools. High school students compete for awards in French, German, and Spanish, and awards are given for best individual performances and best school performances.

One community college hosts academic workshops with area high school teachers and counselors. The workshops are organized by discipline and serve to promote understanding between the college faculty and the school faculty.

Another community college through the community concert series coordinates a high school choral festival. Other working relationships include (1) ACT Preparation Courses, five-week courses designed to prepare students for the American College Test, (2) colleges serving as ACT test centers which involves providing the facilities and personnel to administer the test on the five national test dates, (3) regional foreign language competitions for area high school students, (4) academic bowls which involve the college faculty judging the events, (5) childbirth classes for unwed mothers in teen pregnancy programs, (6) liaison committees which promote communications between the colleges and the public secondary schools concerning admissions, at risk students, facilities, programs, etc., and (7) dual-credit programs--dual credit exists when both a high school and a college award credit to a high school student for the same course. With the exception of the dual-credit programs, all of the activities are provided through the Continuing Education/Community Service components of the colleges.

Partnerships with Vocational Schools

Coordination and articulation with post-secondary vocational education is vital to avoid duplication and to enhance the effectiveness of all of Kentucky's education programs. Currently there are nine approved Articulation and Transfer Agreements between the University of Kentucky Community College

System and the Department of Education, Office of Vocational Education. The term "articulation" represents a series of activities involved in the move from one institution to another. The term "transfer" is used to describe the act of awarding credit by the receiving institution for coursework taken at another institution. An Articulation and Transfer Agreement enables a post-secondary vocational school student who meets the requirements for admission to a community college program approved for articulation to enroll in one of the community colleges offering the program (for example, practical nursing/associate degree nursing). Duplication of coursework is avoided and college credit is awarded for courses that are comparable in content and competencies which the student has completed successfully at the vocational school.

The nine approved Systemwide Articulation Agreements with the Department of Education, Office of Vocational Education include the following programs:

Biomedical Equipment Technician
Data Processing
Dental Hygiene
Engineering Technology
Mining Technology
Nursing
Office Administration
Radiologic Technology
Respiratory Therapist

The degree awarded by the community college to graduates of these programs is the Associate in Applied Science. However, graduates from Radiologic Technology programs in the Vocational Education System have the option of enrolling in either the Associate in Applied Science Degree Program or the Associate in Science Degree program.

Since 1978 there have been 712 students who have articulated to one of these programs and as of May, 1988, a total of 372 have graduated.

There is also an Articulation and Transfer Agreement between the Madisonville Health Occupations School and the Madisonville Community College. It enables graduates of the Medical Laboratory Technician Certificate (MLT-C) Program to articulate to the Associate in Science Program at Madisonville Community College.

In addition to the formal agreements described above which involve credit courses, some of the colleges/state vocational schools have other types of partnerships. These include (1) "articulation committees" which meet monthly to explore the possibilities of program articulation and the development of joint programs, (2) sharing facilities, (3) providing industrial training on a joint basis, and (4) the community colleges providing instruction on "employability skills" in state vocational school classes.

Partnerships with Hospital Schools

There are three Articulation and Transfer Agreements between the University of Kentucky Community College System and Hospital Schools of Radiologic Technology. These are with Good Samaritan Hospital (school closed in 1986), St. Joseph Hospital and King's Daughters' Hospital Schools of Radiologic Technology. The Agreement enables graduates who meet the admission requirements to enroll in either the Associate in Science or the Associate in Applied Science Programs at the community colleges. Students who choose the latter must meet the program guidelines for admission. Fifty eight graduates have enrolled in the Community College System and fifty two have completed the associate degree requirements.

Partnerships With Other Off-Campus Learning Sites

The use of extended campus laboratories is a requirement for the health programs in the Community College System. The learning experiences at these sites complement the on-campus learning activities for a particular program. Formal agreements which spell out the responsibilities for each party are completed by the agency/organization and the Community College System and the agreements are reviewed annually.

Presently, there are 246 clinical agreements on file for the health programs, which represent 222 different local, state or federal agencies/organizations. Without the cooperation of the administrators of these agencies/organizations, it would not be possible for the System to offer some of the health programs. The cost of equipment alone would be prohibitive in some programs.

Another aspect of the use of off-campus learning sites is the availability of qualified staff to serve as voluntary faculty. These individuals are assigned the responsibility of assisting with the instruction of the students in the off-campus facility.

Both the System and the agency benefit from this experience. It is a well-known fact that if the environment for learning is a positive one, the student is more likely to seek employment in that facility. Individuals educated for specific occupations (registered nurses, respiratory care therapists, etc.) at the community colleges are more likely to remain in the community and contribute to that community as educated citizens.

Partnerships with Four-Year Institutions

The community colleges provide course work which counts toward the bachelor's degrees offered by the University of Kentucky, the University of Louisville, the regional state universities and colleges and other senior institutions. Uniform statewide articulation agreements do not exist between the community colleges and the four-year institutions; however, KRS 164.583 mandates that all lower division academic courses offered by the community colleges shall be transferable for academic credit to any and all four year state supported colleges and universities. In some programs, transfer agreements exist between the community colleges and four-year institutions. When located proximate to other higher education institutions, community colleges foster close working relationships and develop articulation agreements with those institutions. Some four-year colleges and universities do provide transfer guides for community college students. Community college students who expect to complete requirements for the bachelor's degree are advised to consult the curriculum recommended in the catalog of the four-year institution to which they plan to transfer.

The University of Kentucky Community College System does have articulation and transfer agreements with public universities in Kentucky offering baccalaureate programs in Medical Technology, Physical Therapy, and Nursing. Although these associate degree programs are designed to prepare individuals for immediate employment, a small percentage of graduates do pursue baccalaureate degree programs in these areas. For example, 178 associate degree nursing graduates have earned baccalaureate degrees at the University of Kentucky College of Nursing since the initiation in 1978 of the Bachelor of Science Degree Program designed for Registered Nurses.

Some of the community colleges have joined with a regional university to provide a 2 + 2 program. The junior and senior years of selected baccalaureate programs are taught on the community college campus or in the community college community. The goal is to provide adequate courses on or near the community college campus to permit students to earn baccalaureate degrees.

Other community colleges in Kentucky have arrangements with regional universities for the offering of graduate, junior, and senior level classes on the community college campuses. At one of the sites, community college faculty and staff are permitted to take one course per semester offered by the regional university at no tuition charge.

One of the community colleges has an active committee of administrators and faculty working with their counterparts at a private university, with an objective of making transferring to the private university an easier process.

One last example of a community college/four-year institution partnership is the committee composed of representatives from the largest community college and the University of Louisville. The purpose of the committee is to encourage faculty interaction, the organization and sponsoring of advising information workshops, and the setting up of longitudinal data collection procedures to track transfer student progress.

Partnerships with Cultural Groups

Many of the community colleges offer the nationally recognized Elderhostel program, an educational program for older adults (60 years of age or older) who want to continue to expand their horizons and to develop new interests. The national program began in 1975 and has experienced enormous growth. In 1988 over 160,000 hostelers enrolled in the programs in all 50 states, 10 Canadian provinces and over 40 countries overseas. The Elderhostel programs permit the participants to spend several days on the college's campus or in the area and have access to the cultural activities and resources available.

Members of the community colleges' faculty and staff also work with arts councils, historical societies, public libraries, etc., to provide cultural presentations in the communities. Performing arts programs are offered, including performances by Metropolitan Opera stars, dance theaters and pianists.

Partnerships with Civic Groups

Civic groups in the various communities use the local community college's facilities free of charge for their various activities. Many of the civic groups contribute funds to the local college's scholarship program. One civic club sponsors a local loan program and last year the club raised more than $105,000 to add to the local loan program. Any qualified student in the area may use the loan program, although typically about one-half of the loan recipients enroll at the local community college. Over $1,000,000 in local loans have been made to area students during the years the club has administered the program. Other civic groups donate funds to be used in the GED Testing programs at the colleges. The funds are used to defray the students' fees for taking the GED test. Civic groups also provide funds for student social activities at some of the colleges.

Civic groups are served through the speakers' bureaus at the community colleges. Faculty members speak on topics related to their specialty areas. Civic groups which benefit from this type of working relationship with the colleges include the League of Women Voters, Audubon Society, Rotary, Kiwanis, Shriners, Lions, Optimists, and Jaycees.

Partnerships with Social Agencies

For a number of years, one of the colleges has jointly sponsored with the West Kentucky Mental Health and Retardation Board the College for Living Program on the campus. The program, designed for adult students who are mentally and emotionally retarded, provides basic courses in grooming, money exchange, emergency use of telephone, square dancing, and other enrichment activities.

Faculty and staff from other colleges work as consultants and volunteers in the Hospice program and conduct blood pressure demonstrations and screenings at the Healthcare Center.

Partnerships with Government Agencies

The community colleges work with Federal, State and local government agencies on various partnership activities. One of the colleges operates the local television channel as part of an agreement between Comcast Cablevision, the city and the community college. The channel is assigned for local programs, which are produced through the television control center on the college campus. City council meetings and city planning commission meetings are telecast on a scheduled basis. This television production partnership recently won a national award for outstanding governmental television programming.

Other examples include one college's partnership with Fort Campbell Army Base to provide credit instruction, Mine Safety and Health Administration training on another college's campus, and courses at another college offered in cooperation with the Kentucky Department of Fish and Wildlife Resources on hunter education. The community colleges also make their facilities available to various state agencies for their training programs. These include the Kentucky State Police Breath Test Recertification program and training provided by the Kentucky Labor Cabinet, Kentucky Department of Personnel, and Kentucky Department of Criminal Justice. The Kentucky State Merit Examination is administered by college faculty and staff on a regularly scheduled basis at some of the colleges.

The colleges also work with various local government agencies and these activities include (1) the sponsorship of a 10K road race by the college and city government; (2) working with the Mayor's office on a career resource and training center project; and (3) consultants from the college working with the Fiscal Court in an extensive evaluation of the performance of a hospital management corporation.

Partnerships with Professional Organizations

On a systemwide basis, partnerships have been established with the American Institute of Banking and the Institute for Certifying Secretaries of the Professional Secretaries International. Students who successfully complete collegiate level work through the American Institute of Banking may receive credit in specified community college courses, and students who pass the Certified Professional Secretary Examination may receive 21 semester hours of credit in specified courses.

Partnerships to Improve the Education of Undereducated Adults

One of the Kentucky community colleges serves as a partner with the Kentucky Literacy Commission, along with the Department for Employment Services, on an "Older Worker Readiness Center." The center provides a combination of job search and literacy skills including reading and math training for individuals age 55 and over who wish to enter the work force. It also includes a job placement component to assist participants completing the course. Several faculty members are involved through training modules on resumes, attitude modification, interviewing skills, etc. (Gleich).

A different community college serves as a partner with the Department of Education in providing one of the 27 state Adult Learning Centers. A professional at the center is trained to help adult students determine their own educational needs and decide what programs would best meet those needs. The center can provide literacy training, adult basic education (for adults at the intermediate reading level who want to improve their basic skills) and GED preparation. The centers are nontraditional places of learning where adults can get individual instruction on a drop-in basis.

The Kentucky Literacy Commission recently awarded one of the colleges a grant to develop and implement a community-based literacy program. The college has hired a part-time literacy coordinator to run the program. The coordinator is working with an advisory committee to put together a local county-wide literacy council composed of local business, government, education, and community leaders. Plans are for the literacy coordinator to develop and implement work-site literacy programs as well as serve as a liaison between the proposed council, the college, businesses, and the adult basic education program. Participants who successfully complete the literacy training program will be referred to the basic education program and to the GED program in the community. Upon completion of these programs, participants will be prepared to enter the community college.

Other community colleges provide literacy training or assistance through specialized grant programs, through faculty/staff members volunteering with Project Read, through providing a referral service, through cooperative efforts with local city public school adult learning centers, or through college learning centers.

Several of the colleges offer GED preparation programs through the Community Service component. Eleven of the fourteen community colleges serve as GED Testing Centers.

Partnerships to promote literacy training, GED preparation, and GED testing are of vital importance in Kentucky in view of the large number of undereducated adults in the state. "According to the 1980 Census, Kentucky has the nation's highest proportion of undereducated adults (i.e. adults who have not completed eight years of formal education)" (Ford 1). Kentucky also has the largest percentage of adults of any state who are functionally illiterate (Gleich). Functionally illiterate adults read below the fifth-grade level.

The Kentucky Literacy Commission, created in 1985 by the Kentucky General Assembly, and established as an agency of the Education and Humanities Cabinet in 1988 by the Kentucky General Assembly, supports three levels of programs and services. These are operational programs, research and development, and public awareness. The local adult literacy programs provide trained volunteers who work one-on-one with adult students primarily reading below the 5th grade level and furnish specially designed materials free of charge to the students. The teaching materials communicate useful and relevant content (child care, nutrition, etc.). Tutorial sessions and small classes are also held. The number of Kentuckians enrolled in reading programs run by local literacy councils increased from 4,800 in 1987 to 7,800 in 1988 (Roser).

A study was conducted in 1988 in order to obtain as much information as possible about undereducated adults who enroll in literacy programs in Kentucky so that the programs could be designed to reach the target population. Interviews were conducted with 368 participants in adult reading programs in the state. The results of the study are summarized in the following paragraph.

Participants in adult reading programs in Kentucky tend to be white, male, and primarily from the Appalachian region of Kentucky. Although participants' incomes are low, a small percentage receive some form of public assistance. The age of the typical participant is mid-thirties. The average participant has 8.6 years of schooling. There is a tendency for low levels of formal education to be passed on through succeeding generations. Going to work and a general dislike for school were the two most cited reasons for leaving school. The single most important reason participants decide to enroll in an adult reading program is a desire to be able to read and write, but awareness of an adult reading program and encouragement from family/friends all figure prominently in making the decision to enroll. Another reason for enrolling in a program is difficulty conducting everyday affairs. The participants gave uniformly high ratings to adult reading programs. The value participants place on education apparently is being passed on to their children as the participants' children are reported to like school and to be doing well in school. Participants' children who have dropped out of school generally have done so because of a dislike of school, disciplinary problems, marriage, and pregnancy (Ford).

The Literacy Commission, with the cooperation of the Kentucky Chamber of Commerce, surveyed a random sample of 1000 Chamber members during 1987 in order to collect information on the education and skill levels of the current work force. The survey indicated that 91 percent of the employers require a high school education or beyond for employment, 20 percent of current employees do not have a high school diploma or GED, and 5.6 percent of the employers offered educational in-house training for employees.

The GED Foundation, created in 1985, promotes the state's General Educational Development programs. The programs provide adult education in preparation for the GED test. Many private and public agencies accept evidence of passing the GED test as the equivalent of a high school diploma.

According to the 1980 Census figures, 47 percent of Kentuckians over twenty-five years old have not graduated from high school. That translates into 1.2 million citizens who need to work toward the GED certificate. The good news is that Kentucky leads the nation in the percentage increase of adults taking the GED between 1985 and 1987. Three year statistics show a

24.8 percent increase for the state. Project Second Chance is a statewide recruitment by the Kentucky Department of Education, in cooperation with the GED Foundation, to improve the education in Kentucky's undereducated adult population.

The Kentucky Department of Education offers three levels of adult instruction which are literacy training, adult basic education, and GED preparation.

Partnerships with Business/Industry

One partnership with business/industry is the Cooperative Education program which combines work experience with related classroom instruction. Cooperating employers and college faculty merge their resources to better prepare individuals for the work world. Through this process, students spend part of their college experience in on-the-job training assignments related to their field of study and career interests. Through the partnership, employers share in helping the college to prepare their future employees and gain student/employees with desired talents and abilities. Students have the opportunity to test their career objectives and to develop skills and build confidence, as well as receive compensation and college credit toward the associate degree. The faculty cooperative education coordinators have an opportunity to keep up-to-date on business/industry activities and technology.

A large number of other community college partnerships in this category are addressed under the "Economic Development" topic. These partnerships involve offering credit courses, non-credit courses, training, retraining, technical assistance, services to small businesses, technology transfer, etc.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

COLLEGE/COMMUNITY PARTNERSHIPS - For Discussion:

1. Should the Community College System have as a goal to formalize more partnerships throughout the state? If so, in what order of priority?

2. What should be the role of community colleges in working with secondary schools and elementary schools?

3. How should partnerships with four-year institutions be expanded? Should upper division courses be offered on community college campuses?

4. How can the community colleges contribute to a comprehensive state program on literacy improvement, GED completion, and basic education for adults in Kentucky?

5. What should be the role of the community colleges in literacy training?

6. What emphasis should be placed on the community colleges' role as cultural/fine arts centers for the areas served by the colleges?

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	DATE EFFECTIVE 2/2/88	SUPERSEDES REGULATION DATED 6/16/83	

POLICY STATEMENT ON THE ACCOUNTING AND MEASUREMENT OF CONTINUING EDUCATION AND COMMUNITY SERVICE ACTIVITIES IN THE UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM

The commitment of the University of Kentucky Community College System to continuing education and community service has been confirmed by action of the University of Kentucky Board of Trustees and the state legislature. The policy statement on the three functions of the System as adopted in 1964 and revised in 1971 specifies one of the three functions of the System as "to provide programs of adult education and service oriented to community interests, both occupational and cultural." In addition, state law (KRS 164.580) requires that each community college shall provide "within a two-year college curriculum, courses in general education, including adult education, not necessarily intended for transfer nor technically oriented."

One problem that has been faced in continuing education and community service programs has been the necessity for a system to provide for the orderly recognition and reporting process for the non-credit learning efforts of an individual and of the programming efforts of an institution. The Commission on Colleges of the Southern Association of Colleges and Schools requires its member institutions, if they engage in certain special activities, to recognize and record properly both the efforts of an individual and the institution through use of the Continuing Education Unit (CEU).

To comply with the Criteria for Accreditation of the Commission on Colleges, the University of Kentucky Community College System establishes the following policies in regard to use of the measurement and accounting of certain special activities.

I. Areas Using the Continuing Education Unit (CEU)

A. Individual CEUs

1. Definition: One CEU represents ten (10) contact hours of participation in an organized continuing education experience of a non-credit nature under responsible sponsorship, capable direction, and qualified instruction.

2. Utilization and Criteria: Individual CEUs shall be awarded only for educational programs under the following general categories which meet the basic criteria presented below. Programs can be classified in either of the following categories:

a. Area I: Programs which are wholly structured to provide skills and/or knowledge for occupational improvements in fields such as:

The Professions
Business and Industry
Government
Education
Law and Law Enforcement
Clerical
Trades and Technologies
Agriculture and Food Production
Social Services
Health Services

b. Area II: Programs specifically organized to provide assistance in the solution of problems confronting society, such as:

Health and Safety
Human Relations and Communication
Education
Government
Criminal Justice
Community Development and Housing
Aging
Citizenship
Environment
Social Change
Agriculture and Production

Activities classified in the above categories for which CEUs are to be awarded shall meet the following criteria:

(1) The non-credit activity is planned in response to an assessment of educational needs for a specific target population;

(2) There is a statement of objectives and rationale;

(3) Content is selected and is organized in a sequential manner;

(4) There is evidence of pre-planning which should include the opportunity for input by the target group to be served, the faculty having content expertise, and continuing education personnel;

(5) The activity is instructional and is sponsored by the academic or administrative unit of the college best qualified to affect the quality of the program content and to approve the resource personnel utilized;

(6) There is provision for registration for individual participants; and

(7) Evaluative procedures are utilized and the criteria for awarding CEUs to individual students are established prior to the beginning of the activity.

Individuals who participate in programs classified under Areas I and II shall have individual records of their involvement maintained by the college. CEUs shall be assigned to programs in advance and awarded to individual participants who meet the criteria which have been determined in advance for satisfactory completion.

B. Institutional CEUs

1. Definition: One CEU represents ten (10) contact hours of participation in an organized continuing education experience of a non-credit nature under responsible sponsorship, capable direction, and qualified instruction.

2. Utilization and Criteria: Institutional CEUs shall be utilized for educational programs which are organized to provide enrichment to individuals in subjects of personal interest such as:

Leisure Time Activities
Cultural Enrichment
Finance
Foods and Nutrition
Family Living
Child Development
Health and Safety
Personal Assessment
Consumer Understanding
Civic and Economic Understanding

Activities classified in the above categories shall meet the following criteria:

a. The activity is a planned educational experience of a continuing education nature for a diversified population (general public);

b. The activity is a planned educational event and is sponsored by the academic or administrative unit of the institution best qualified to affect the quality of the program content and to select and approve the resource personnel utilized; and

c. Registration or certification of attendance is required for institutional reporting use.

Individuals who participate in such activities shall register but no individual CEUs shall be awarded and no individual transcript of their involvement shall be maintained by the college. The determination of institutional CEUs for these activities shall be made by means of a registration list and a file of program materials used in the activity will be maintained.

These activities exclude entertainment type activities.

II. Community Service

Other non-credit activities which do not meet the criteria for utilization of either the individual or institutional CEU yet which requires staff effort and institutional commitment may be reflected in the (1) Distribution of Effort Agreement, (2) Academic Personnel Report, and (3) the College Budget. These activities shall be reported semiannually to the Community College System in the Community Service Report. Such types of activities might include use of facilities, technical assistance of faculty, and entertainment type activities.

III. Administration

Each community college shall designate one individual with responsibility for the continuing education and community service programs. It shall be the responsibility of this individual to work with the division chairmen and other administrative personnel to develop an annual plan for continuing education and community service activities as related to the program of the college. This individual also shall be responsible for recommending the budget for the continuing education and community service activities. The individual shall assist the Office of Admissions and Registration in the maintenance of the proper records for individual and institutional CEUs.

IV. Records

To comply with the Criteria for Accreditation, detailed records for programs classified under Areas I and II in which individual CEUs are awarded shall be maintained in the Office of Admissions and Registration of each community college. The file for each individual shall consist of an admissions application and transcript. The transcript shall include a description of the program; the name of the faculty member(s) responsible for the instruction; dates of the program; number of contact hours of instruction; and the number of CEUs awarded. In addition, a program file for these activities shall be maintained. This file should contain a description of the programs, a list of faculty involved, a list of participants, and the total contact hours involved in the program.

For programs in Section II, Community Service, the Office of Admissions and Registration shall maintain a file for each program. This file should contain a description of the program, a list of faculty involved, a list of participants, and the total contact hours involved in the program.

V. Certificates

Individuals participating in programs classified under Sections I.A.2.a and I.A.2.b (programs for which Individual CEUs may be awarded) shall be awarded a certificate upon satisfactory completion of the program. The title of the program, date(s), contact hours of instruction, and the number of Individual CEUs awarded shall be recorded on the certificate.

VI. Community College System Report

A report of all continuing education and community service activities, including individual and institutional CEUs awarded, shall be sent to the Community College System office by January 15 and July 15 of each year. A report form shall be provided by the Community College System Office.

0336A

Adopted January 15, 1975
Revised July 8, 1982
Revised May 7, 1987

POLICIES AND PROCEDURES FOR CONTINUING EDUCATION UNITS

Since continuing education is becoming an important segment of the total educational process, a standardized method of recording and reporting this activity by the institutions is warranted. Standard Nine of the Southern Association of Colleges and Schools, with modifications, will be the basic guide for the continuing education unit, its procedural implementation and all activities related to such implementation.

GUIDELINES

1. Continuing Education is defined as participation in an organized adult or extension experience under responsible sponsorship, capable direction, and qualified instruction.

2. The guidelines to be used in recording and reporting continuing education activities are to follow Standard Nine of the Southern Association of Colleges and Schools or as stated herein.

3. The continuing education unit is ten contact hours of participation in a continuing education activity.

4. Each institution shall determine through regular administrative channels those courses/programs which will be offered for continuing education activities. The number of CEU's to be offered for each course/program shall also be determined in advance of such offering.

5. All policies regarding admissions, registration procedures, counseling and guidance services and records shall be developed and adopted in advance of CEU offerings.

6. A course or program should not award both CEU's and academic credit.

7. Academic credit cannot be awarded for CEU's.

8. CEU's will not be used in determining either the institutional headcount or FTE enrollment.

PROCEDURES

1. Each institution will be responsible for maintaining accurate and complete records for the CEU.

2. Each institution should establish and develop, consistent with its own administrative regulations, the policies, procedures, and information required for maintaining such records.

3. To ensure accuracy of such records, the following information is to be maintained:

    a. student's name
    b. student's social security number, or some number which identifies the student
    c. title of course or program
    d. brief description
    e. location of course offering
    f. number of CEU's awarded
    g. inclusive dates of course
    h. format of course (i.e., conference, seminar, institute, workshop, etc.)

4. A cumulative record, available for student perusal, shall be maintained for each student enrolling in a CEU offering.

5. If CEU's are recorded on an academic transcript, they should be segregated from regular academic credits.

6. All CEU transcripts should be maintained in a central institutional location.

7. A certificate, a suitable acknowledgment of completion, should be presented to the student upon completion of each continuing education course.

This standardized recording and reporting system is not intended to limit program varieties, content, or autonomy, but rather provide a uniform system of measuring the continuing education activities of each of the individual institutions. Basic information regarding the student and the course should be maintained by individual institutions.

COMMUNITY COLLEGE SYSTEM

SAMPLE LISTING CONTINUING EDUCATION OFFERINGS OF GENERAL INTEREST

Alzheimer's Disease
Art of Journal Writing
Astronaut Story Musgrave Seminar
Available Light Photography
Basic Arithmetic Review
Beginning Black and White Darkroom
Beginning 35mm Photography
Black Managers and Professional Seminar
Detecting Child Abuse
DOS Applications
Elderhostel
Lotus 1-2-3
Spelling Workshop
Personal Finance and Money Management
Personal & Professional Development
Time Management
Tools for the PC
Writing Short Stories

COMMUNITY COLLEGE SYSTEM

NUMBER OF STUDENTS SERVED
BY TYPE OF CONTINUING EDUCATION UNIT

FOR FISCAL YEARS
1987-88 AND 1986-87

	AREA I		AREA II		AREA III		TOTAL	
	STUDENTS	CEUs	STUDENTS	CEUs	STUDENTS	CEUs	STUDENTS	CEUs
1987-88	12,978	15,961	2,241	3,714	9,712	17,479	24,931	37,154
1986-87	9,395	10,472	2,983	1,690	9,242	10,521	21,620	22,683

COMMUNITY COLLEGE SYSTEM

COMMUNITY SERVICE ACTIVITIES
NUMBER OF INDIVIDUALS SERVED

FOR SELECTED FISCAL YEARS

FISCAL YEAR	NUMBER SERVED
1987-88	236,839
1986-87	231,389
1985-86	207,283
1984-85	211,434
1983-84	227,468

141

142

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THE ROLE OF COMMUNITY COLLEGES
IN
ECONOMIC DEVELOPMENT

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THE NATIONAL PICTURE

Toward 2000: Work, Workers, Education

Hudson Institute, a research organization which specializes in the analysis of policy problems and the formulation of policy options for government and private sector clients, received a grant from the Employment and Training Administration of the U.S. Department of Labor to conduct research on a Workforce 2000 project. The resulting book, Workforce 2000, which reflects the authors' study and not necessarily the views of the U.S. Department of Labor, provides a forecast of work and workers for the 21st Century. The Assistant Secretary of Labor points out in the foreword that forecasting is not an exact science, but that many of the changes reshaping the economy and society are powerful, long-term trends that can be projected with some confidence.

Johnston in Workforce 2000 writes that "Four key trends will shape the last years of the twentieth century."

1. The American economy should grow at relatively healthy pace, boosted by a rebound in U.S. exports, renewed productivity growth, and a strong world economy.
2. Despite its international comeback, U.S. manufacturing will be a much smaller share of the economy in the year 2000 than it is today. Service industries will create all of the new jobs, and most of the new wealth, over the next 13 years.
3. The work force will grow slowly, becoming older, more female, and more disadvantaged. Only 15 percent of the new entrants to the

labor force over the next 13 years will be native white males, compared to 47 percent in that category today.

4. The new jobs in service industries will demand much higher skill levels than the jobs of today. Very few new jobs will be created for those who cannot read, follow directions, and use mathematics. Ironically, the demographic trends in the work force, coupled with the higher skill requirements of the economy, will lead to both higher and lower unemployment: more joblessness among the least-skilled and less among the most educationally advantaged (xiii).

In view of these trends, policymakers will be challenged to find ways to:

1. Stimulate balanced world growth.
2. Accelerate productivity increases in service industries. (Service industries being health, education, trade, finance, insurance, real estate, and government)
3. Maintain the dynamism of an aging work force.
4. Reconcile the conflicting needs of women, work, and families.
5. Integrate black and hispanic workers fully into the economy.
6. Improve the educational preparation of all workers (Johnston 105-106).

Education is directly or indirectly involved in all of the challenges to the policymakers. Education must not only improve the educational preparation of all workers--including the aging, the females with childcare responsibilities, the minorities, the disadvantaged, etc.,--it must find ways to increase the speed and quality of its own output. Given the current population that is attracted to the community colleges and the open access mission of these institutions, it appears obvious that a large part of the responsibility of the education and training will rest with community colleges.

Johnston points out many of the changes that will occur as a result of the shift to service industries. Changes will occur in location, hours, and structure of work so that the customer is satisfied. The typical work place in the future will have fewer people and the work week will be shorter, with more people employed part-time. Wages may become less equally distributed, with more high and low earners and fewer earners in the middle.

According to Johnston, the five important demographic facts in the year 2000 will be (1) "The population and work force will grow more slowly than at any time since the 1930s; (2) The average age of the population and the work force will rise, and the pool of young workers entering the labor market will shrink; (3) More women will enter the work force; (4) Minorities will be a larger share of new entrants into the labor force; and (5) Immigrants will represent the largest share of the increase in the population and the work force since the first World War" (75-76). By the year 2000, the U.S. population will reach 275 million, an increase of 15 percent over the 240 million figure in 1985 (76).

"The fastest-growing jobs will be in professional, technical, and sales fields requiring the highest education and skill levels (xxi)." To illustrate the rising requirements more dramatically, Johnston ranks jobs according to skills rather than education. The ratings are assigned to jobs according to the math, language, and reasoning skills requirements. Only 27 percent of all new jobs fall into the lowest two skill categories. Currently, 40 percent of the jobs require these limited skills. Forty-one percent of the new jobs will be in the three highest skill groups, compared to 24 percent of the current jobs (xxi).

When the changes in the composition of the future work force are compared with the future job market, the need for education and training is apparent. It has been estimated that approximately 75 percent of the work force in the year 2000 is currently in the work force. In order to staff remaining and new positions, we will need not only young adults reaching working age, but many of the currently unemployed adults. For example, the current welfare recipients (including AFDC, food stamps, etc.) represent a pool of potential employees. Welfare reform ("workfare") will address this potential pool of workers, and community colleges will play a major role in providing the education and training needed by these individuals. With welfare reform, states now have the option of allowing welfare clients to take college courses to meet their job training requirements. The bill signed by President Reagan emphasizes basic education, job training and work experience to help welfare parents secure and keep jobs. This represents the first major overhaul of the aid to Families with Dependent children program since its beginning.

Educational standards must be raised. Johnston believes national standards and nationally comparable tests are essential in education and that new investments are needed in educational technology. In three educational areas--training for the work place, remedial education, and higher education--Johnston says that "competition is likely to spur more rapid implementation of advanced technologies and much more rapid gains" (69). Successful methods used outside the public schools will accelerate the adoption of advanced technologies in the educational system.

The Economic Development Triangle

"The Development Triangle: Community College Assistance for Economic Growth," a report prepared by Ian McNett of the Northeast-Midwest Institute, a private, nonprofit organization devoted to research on issues of regional concern, urges educators and elected officials to help expand the number and quality of joint college-development agency efforts. Recommendations are provided for community college administration, development agencies and business leaders. The entire report is included at the end of this section, but some highlights are presented in the following paragraphs.

McNett points out that economic development requires participation from (1) private sector businesses and financiers, (2) public and private economic development agencies and groups, and (3) resource institutions and organizations. Together, these three groups of participants form an "economic development triangle," and the triangle serves as a catalyst for economic development. Community colleges are resource institutions and thus are a part of the triangle. Community colleges have a stake in economic development.

The Role of Community College in Economic Development

Nationally, community colleges play an active role in economic development within their respective communities, regions, and states. They provide training, retraining, and technical assistance to business and industry as well as assistance and information to economic development groups. In addition to these services, "Many state and local economic development groups and business associations have tapped the colleges' capacity to provide other kinds of services--foreign trade assistance, economic surveys, data base maintenance, and support services such as use of facilities, equipment, consulting, and data management systems" (3). States are realizing that community colleges offer many economic development advantages--e.g. location, ties with the local community. McNett states that "Illinois, Iowa, Wisconsin, and North and South Carolina have found that the practical orientation of two-year colleges offers a way to focus economic development efforts at the local level, across the state" (3). Additionally, community colleges are flexible and can operate on short time frames for course and service development, faculty are committed to involvement in continuing education and community service, the use of practitioners as instructors is encouraged, and the colleges' resources, including libraries and computers are useful in development activities.

In return, the colleges receive more students, jobs for their graduates, support from the community, and a stronger tax base to support their operations. McNett recommends that community colleges be involved early in the strategic planning process so that planning agencies are aware of the services the colleges can provide. In North Carolina, college representatives and economic development officials sit on each other's boards. "In Illinois, the Carolinas, Wisconsin, and Iowa, the two-year colleges' role is spelled out in legislation" (5).

In areas experiencing economic growth, the community colleges are involved in economic development and are promoted as a resource for business and industry. In South Carolina and New Jersey, two-year colleges are on the planned tours for business executives exploring location site possibilities. This permits the executives to learn about resources the college has to assist in meeting training and other needs. "The Economic Development Group for Volusia/Flagler Counties (Florida) has an office at the Daytona Beach Community College's Research and Business Center" (7).

Service to Small Businesses

For many businesses, but particularly small and medium-sized businesses, McNett reports that nationally, two-year colleges are becoming "convenience stores". Services provided by the community colleges to these businesses include training, assistance with management, planning, data processing, marketing, and contract procurement. The local community orientation of the colleges make them accessible to local citizens and less intimidating for people involved in small businesses.

The Illinois Community College Board has directed that the state's community colleges become providers of entrepreneurship training. In 1985, the 38 community college districts in Illinois offered workshops and seminars attended by 19,034 small business owners. The Illinois colleges' economic development program includes a network of business assistance centers, similar to department stores, in all 38 community college districts. In Ohio, Stark Technical College offers the "Thursday College for the Small Business Owners" which includes courses in how to start or manage a small business. Most of the courses offered are taught by small business owners. Mercer County Community College in New Jersey assists businesses in the development of foreign trade contacts and opportunities.

Technology Transfer

McNett reports that community colleges on a national basis are involved in "technology transfer," the application of new technologies to industry operations and processes. Through training, applied research, education, and demonstrations, community colleges can help business and industry integrate new technologies into their operations. Economic development agencies help the colleges acquire the state-of-the-art equipment and operating funds needed and then guide industry to the colleges with the high-technology programs. Businesses can work with the colleges to create the programs needed by industry.

"General Motors has called on two-year colleges to provide technological training for its workers in Michigan, in Delaware, and at its new Saturn plant in Tennessee" (19). Ohio has created and funded high-technology centers at the community colleges. The program addresses major problems such as obsolescent manufacturing plants, the migration of jobs to other states, and the decrease in manufacturing jobs. Advanced Technology Centers have been established at Lorain County Community College (Elyria, Ohio) and Cuyahoga Community College (Cleveland). The legislature voted $5.4 million to construct the first center which includes sections which house robotics, a computer integrated manufacturing laboratory, microelectronics, and computer-aided design and manufacturing. Manufacturers donate equipment to the center as it helps market their products and trains potential employees. Lorain County Community College has a technology-sharing relationship with Cincinnati-Milicron. The company has donated robotic equipment to the center and uses college facilities to demonstrate equipment to customers and to train company sales and service representatives and purchasers.

The Cuyahoga Community College's Technology Center was funded with $8.5 million in 1983. Senior executives from local firms provide guidance for the Center's programs. The Center features a telecommunications center with satellite links, a media resources library, and laboratories designed for fields ranging from manufacturing to laser electro-optics. Community colleges are also involved in assisting small and medium-sized organizations to apply computer, teleconferencing, laser, and robotics technology to their businesses.

According to McNett, state legislation defines in general terms the role of two-year colleges in the economic development process, but it is the informal interaction and the understanding of respective roles, that generate cooperation among the components of the triangle. Some states have integrated the community colleges into their economic development triangle as full partners. Other states have left the partnerships to develop on a local or regional basis in an informal way. Overall, training is the most common type of business assistance supplied by the colleges. In 1985, in a survey of 770 two-year colleges conducted by the American Association of Community and Junior Colleges, almost 75 percent provided some type of training for large businesses, labor unions, small firms, and public-sector employers (25). The three type of training being general, customized, and entrepreneurial.

As technology changes rapidly, companies must update techniques and this creates a need for training and retraining. Community colleges are responding through tailored continuing education courses or regular credit courses. McNett points out that there are advantages to all members of the triangle. Colleges benefit by ensuring that the training offered is current and applicable to today's needs; businesses avoid duplicating what the colleges can do. The partnerships usually result in economies of scale.

Training-The Key

McNett writes that the availability of training is one of "the most important factors businesses weigh in their location decisions" (26). Economic development executives and legislators are encouraged to explore the part that two-year colleges can play in the economic development process. North Carolina and South Carolina have involved two-year colleges as a central element in their development efforts since the early 1960s. "In North Carolina, fifty-eight community colleges, technical colleges, and technical institutes provide state-sponsored customized industrial training services to all new and expanding businesses" (26). Norton Simon, Inc., a Fortune 500 firm, established its Max Factor cosmetic manufacturing operation in North Carolina, and Vance-Granville Community College trained 280 employees. The skills taught ranged from chemical compounding to set-up mechanics. Former Governor James Hunt (North Carolina) said "that the two-year colleges are the backbone of the economy and the single most important element in the state's program of economic development."

In South Carolina, training is offered at no cost to employers through 16 Special Schools created by an act of the legislature. This is an incentive offered to new industry and business locating in South Carolina or to expanding businesses and industries. Industries have invested $17.6 billion in South Carolina and created 330,000 new jobs since the program began. South Carolina economic development officials have stated that it will be necessary to ensure that two-year colleges can provide a supply of trained technicians in order to attract new industry (27).

McNett encourages state policymakers to conduct a comprehensive assessment of the training capacity in the educational institutions and to make increased investments where gaps exist. Innovative funding approaches for the two year college programs were discussed by McNett. These approaches include generating financing through the new jobs created, grants from a quasi-public corporation matched by dollars from corporations participating in training, and a state payroll-based tax which funds the state employment training panel.

Benefits For All

The economic development triangle partnership results in major benefits to all partners and to the community and state--additional resources, incentives for businesses, additions to the tax base, more jobs, up-to-date training, access to technology, placement of two-year graduates, and a skilled work force are only a few of the benefits. In conclusion, McNett says that community colleges have a proven track record in contributing to economic development and should be utilized.

Other Exemplary Programs

In addition to the programs described by McNett, there are numerous other noteworthy community college economic development programs as small businesses and Fortune 500 companies throughout the country are discovering how cost-effective it is to join in a partnership with local community colleges for the development of human resources through training and retraining.

The American Association of Community and Junior Colleges and the Association of Community College Trustees, through the jointly-sponsored Keeping America Working Project, sponsor the Community College/Employer/Labor Partnership Awards. The awards program is designed to stimulate awareness of the variety of cooperative arrangements that exist between community colleges and employers or labor unions and to foster the development of new partnerships to support economic and human development in communities across the nation. In 1988, the State of Illinois was recognized and honored for its statewide initiative in the area of economic development partnership. The cornerstone of the partnership was the establishment of a Statewide Business Center Network at all 39 community college districts. A $2,934,000 funding package was established for the network by the state legislature. The prime mission is to provide a local vehicle for job creation, retention, training and retraining. Portland Community College (Oregon) was honored for its partnership with Tektronix, Inc. for training in electronics and machine tool technology. Portland Community College delivers all education and training and Tektronix provides the facilities and equipment. Lexington Community College (LCC) (Kentucky) received "honorable mention" in the national Keeping America Working Partnership Awards program for the exemplary partnership with IBM. This LCC/IBM partnership was described as being an excellent example of the positive ripple effect generated by a good partnership. The relationship began with the establishment of a Maintenance Operators Technical Training School (MOTTS), which trains IBM equipment maintenance personnel and permits them to earn credits toward an Associate in Applied Science Degree. The program has led to other programs in Industrial/Electrical Technology and Statistical Process Control. MOTTS and SPC classes are now open to smaller businesses in the area.

At the 1987 annual conference of the National Council for Occupational Education, the focus was on the role of the community, junior and technical college in preparing the nation's work force for the challenges of today and the future. Community colleges were recognized for exemplary partnerships with business and industry for occupational training, community impact, and human or economic resource development. Illinois Central College, East Peoria, Illinois, was recognized at the conference for its partnership with Caterpillar, Incorporated. The college provides customized training for new employees and training to upgrade the skills of existing staff. Caterpillar, Inc. supports the college through donation of equipment, tuition and fee reimbursement, and professional expertise. Also honored were Indian River Community College, Fort Pierce, Florida, and Dyersburg State Community College, Dyersburg, Tennessee. Indian River Community College was honored for successfully implementing an 80-hour training program in cooperation with Grumman Aerospace Corporation to provide aircraft/airplane technicians in an area with one of the lowest unemployment rates in the state. Dyersburg State Community College worked closely with Dyer County Area Chamber of Commerce in the establishment of a new industry automation training program.

Piedmont Technical College in Greenwood, South Carolina, provides 42 associate degree, diploma, and certificate level programs, which have been developed on the basis of industry's needs for graduates and are discontinued when the need no longer exists. Through the college's Continuing Education Services, a wide range of short-term training is provided. A Conference Center is located on the college campus devoted exclusively to the provision of facilities for industrial training. The "Special Schools Program" includes working with new or expanding industries to train a work force to meet start-up or expansion needs. It offers no-cost pre-employment training for a company's specific needs. The process includes (1) the industry announcing its plans, (2) the special schools personnel determining training requirements and developing a program, recruiting and training a work force during plant construction, and (3) the plant doors opening with the newly trained work force prepared for work.

Two other components of the Piedmont Technical College include the Industrial Philanthropy, and the Robotics Resource Center. Cincinnati-Milacron, a major manufacturer of industrial robots, donated robotics systems valued in the hundreds of thousands of dollars to support development of the Robotics Resource Center. The Warner Lamber Foundation recently donated $100,000 to the college's endowment to enhance the scholarship program. The Robotics Resource Center for the college is designated as the state's Robotics Resource Center by the State Board for Technical and Comprehensive Education. The college is thus responsible for providing necessary training to meet the needs of industry in robotics and other methods of automated manufacturing. This includes both the direct training of industry personnel and the training of faculty in other educational institutions. Under the auspices of the Robotics Resource Center, the college has developed a two-year associate degree curriculum in Automated Manufacturing Technology (Prewett).

Similar programs exist at Greenville Technical College in Greenville, South Carolina. The president of the college reports that the Special Schools Program has brought into South Carolina industries such as Cincinnati Milacron, Digital Equipment, General Dynamics, General Electric, Rockwell, Walmart, Mack Trucks, 3-M, etc. (Barton). Other economic development activities at Greenville Technical College include a partnership with Michelin Tire Corporation which resulted in the company building and equipping a 15,805 square foot facility on the campus which is used jointly by Michelin and the college. This partnership won the "Keeping America Working" award from the American Association of Community and Junior Colleges. The cost of building and equipment was approximately $2 million. A partnership with ComputerVision of Massachusetts resulted in that manufacturer installing computer-aided drafting and design equipment valued at $1.5 million in a college laboratory, making it the most sophisticated CAD laboratory in any technical college on the east coast.

The North Carolina Community College system operates 40 small business centers throughout its 58-campus system. The services provided through the centers are at low or no direct cost to the small business person. The centers provide one-on-one counseling and referral services through cooperation with the University Small Business and Technology Development Center. A variety of topics on the "how to's" of business and the psychological aspects of running a business are presented by persons in the field.

Literature received from the North Carolina Community College System in November, 1988, states that more than half of the Fortune 500 companies now have at least one manufacturing plant in North Carolina, and that these new companies consistently cite the N.C. Community College System's proven ability to train workers for jobs in new industries as one of their primary reasons for locating there.

Technology Transfer service has been added to South Carolina's Technical Colleges. This service provides access to technical information data bases for the purposes of solving problems in business and industries. The services provide decision makers with current information on marketing, management, engineering, and thousands of other topics. The S.C. Technical Education

System is affiliated with a seven-state network headquartered in Florida known as the NASA Southern Technology Applications Center. The Technical Colleges in S. C. coordinate the delivery of the services in South Carolina.

Kirkwood Community College (Iowa) is meeting technical training needs for the global community by providing technical training for agriculture students from Central America. The students are taught English and then mainstreamed into agriculture courses at the community college.

Tech-Prep/Associate Degree Program for Economic Development

The Tech-Prep/Associate Degree program was hailed by the American Association of Community and Junior Colleges' Futures Commission as one of the best partnership models for high schools and community colleges for the purpose of providing tech-prep education. The term "tech-prep education program" is used to mean a combined secondary and postsecondary program which leads to an associate degree. It was examined by Congress as Representative William Ford (D-MI) introduced H.R. 5290, the "Tech-Prep Education Act," (copy attached) which would have established a matching grant program designed to develop more tech-prep/associate degree programs by secondary school/community college consortia (Parnell 2). When Ford introduced the bill he told his fellow members of Congress that "the greatest threat to our future economic security ... is unskilled workers." "It is imperative that high schools and community colleges work together in developing and implementing educational programs that will serve the greatest number of Americans" (Parnell 2,3). Congress did not pass the bill this session, but Ford plans to introduce it again in 1989.

Colleges in North Carolina, Oregon, New York and other states have already made the tech-prep/associate degree model a success. The Mt. Hood Regional Cooperative Consortium includes Mt. Hood (Oregon) Community College, seven secondary school districts, Private Industry Council (JTPA), and the Oregon Department of Education. Community and business involvement was infused in the development of all consortium activities and work experience sites were developed. Other developments resulting from the consortium include the donation of equipment and faculty professional development opportunities. Business and industry have made a commitment to assist with the development of a qualified work force. The 2 + 2 Tech Prep Mission adopted at Mt. Hood Community College is described below:

1. A planned sequence of classes in grades 11-14 (2 years in high school + 2 years at Mt. Hood Community College).
2. The opportunity to receive Mt. Hood Community College credit for skills and knowledge learned in high school.
3. The opportunity to shorten the time necessary to earn an associate degree.
4. The opportunity to pursue more advanced course work at MHCC because prerequisite skills were learned in high school.
5. A connected high school/MHCC program that will prepare people for high-demand careers (Kreider).

Dr. Kreider, President of Mt. Hood Community College District, stated, "An emerging focus is to expand the 2 + 2 prep concept into a 2 + 2 + 2 program. For example, discussion is currently underway to connect the 2 + 2 hospitality-tourism tech prep program with the bachelor degree program at Portland State University."

Recommendations from Commissions and Policy Boards

Commissions and policy boards are going on record with recommendations involving the community colleges in economic development.

The Appalachian Regional Commission, established by Congress in 1965 to promote economic opportunity in the Appalachian region, commissioned the consulting and research firm SRI International to assess the current strengths and weaknesses as they pertain to economic change and to make recommendations regarding economic development activities. The report stated that attention must be given to a "new economic infrastructure," based on technology development, human resources, and capital investment. The recommendation was made that "The region's well-developed system of two-year community and technical colleges should adapt their programs to meet industry's growing demand for more broadly skilled "new technicians" who are adaptable to change and capable of being retrained. In addition adult literacy training needs to be strengthened and expanded" (10).

The report published by the Appalachian Regional Commission also listed action opportunities in the area of human resources. These included keeping education a top-level priority and preventing the "brain-drain" through maintaining quality of life factors in the communities (14).

The Southern Growth Policies Board, comprised of twelve states (Kentucky being one of the twelve) and Puerto Rico, was created by southern governors for the purpose of regional planning and public-private partnership building. It is often referred to as the "think tank" on economic development issues. The Board impanelled a group called the Commission on the Future of the South to establish a statement of regional objectives for the Board to address during the next six years. The 1986 Commission report, Halfway Home and a Long Way to Go, (report attached) was adopted by the full Board of Directors of the Southern Growth Policies Board. Two of the ten specific objectives adopted by the Commission were to "Increase the economic development role of higher education" and to "Implement new economic development strategies aimed at home-grown business and industry" (8). The Commission believes interdependence and not competition is needed between the colleges and the private sector. Business has the right and obligation to work with colleges on the rapid-changing needs of the work place. Both should be concerned with developing an environment where everyone can flourish. In the past, it was extension programs that brought modern ideas to farming. Now innovation and technology must be brought to home-grown business and industry.

The Southern Growth Policies Board also suggests that since good vocational education is expensive, schools can avoid duplicating programs by permitting 11th and 12th graders to take courses at the two-year school. It states that increasing responsibility for job-specific training will fall on two-year post secondary schools. In view of this, the responsibility for federal vocational education funds should rest with a strong community college system in those states that have them.

THE STATE'S PICTURE

Work, Workers, and Education

Project 21 Advisory Board, a statewide coalition of business, government and education leaders with a mission of preparing the state for the next century, in its report describes the jobs and workers in Kentucky's future. For jobs, the state will have to rely less on manufacturing, mining and farming and more on the multi-dimensional service economy. Small businesses now supply many jobs, with 97 percent of the business firms in the state currently having fewer than 100 employees. Both small businesses and larger corporations are a key to the state's economic growth. Kentucky has a low labor force participation rate, with 72 percent of the adult working age population currently either working or looking for work. Thus, a large number of potential workers are not generating any labor income. Of those looking for jobs, about 9.5 percent in 1985 were unable to find work. Of the Kentuckians working, many are working in declining industries. Employers for the future high-skill level service industries will require more educated, flexible and versatile employees; and as the educational levels of Kentuckians fall below regional and national benchmarks, future jobs may go to other states.

Regarding education, the Project 21 Advisory Board reports that "The importance of education to the economy of the world may be at an all-time high. Today, more than ever, economic development is irrevocably linked to an educated populace" (6). Further, the Board states that "education in the Commonwealth is the single most important challenge to our economic development in the 21st century" (6). The Board listed three trends in education that have the greatest potential for influencing the economy. These are listed below:

1. A new emphasis on mastering basic skills like thinking, communicating, reading and computing.
2. New delivery systems such as computer-assisted learning and growing involvement by private enterprise in the educational system.
3. A new emphasis on life-long learning. (6)

The situation in Kentucky as reported by Project 21 is that nearly 30 percent of Kentuckians are illiterate, 31 percent of adults completed less than eight grades of school, and Kentucky has one of the lowest percentages of high school and college-educated adults in the nation.

Within Kentucky, projections are that by the year 2000 there will be a higher proportion of people age 55 and over than the nation overall and women will comprise over half of this group. In the future, Kentucky is expected to have a modest increase in the numbers of immigrants over the current one thousand or fewer per year. The increase will come from foreign investors and the recruitment of foreign technical experts.

Project 21 established six objectives for Kentucky as the turn of the century approaches. The six objectives are:

1. Eradicate the low educational attainment of our population;
2. Optimize the dollars spent on education.
3. Enhance our political culture.
4. Mobilize resources for addressing our declining industries.
5. Increase the adaptability of our work force.
6. Capitalize upon our central location. (14)

Kentucky can also be described as the state which ranks:

1. 50th in adults with high school diplomas.
2. 49th in college graduates in the population.

3. 50th in engineers and Ph.D. scientists in the work force.

4. 1st in adult illiteracy.

5. 46th in college attendance.

6. 5th in unemployment.

7. 48th in spending for education.

8. 43rd in voter participation.

A section entitled, "The Environment" from the Strategic Plan for Higher Education in Kentucky points out that the deficiencies in education and economics are interrelated. "It matters not whether Kentucky is a poor state because its population is not well-educated or Kentucky's population is not well-educated because Kentucky is a poor state. Both statements are probably true. Kentucky is increasingly becoming a national educational aberration. To continue the 'chicken and egg' argument will only discourage taking necessary action" (20). The need for education for the work force was also pointed out, as 70 to 75 percent of the present work force will be in the work force in 2000 and programs for retraining adults for new jobs must be emphasized. "Community colleges, including those on the university campuses, must be in the forefront in support of high educational and economic attainment" (29).

"Predictions about future economic trends and their educational implications in Kentucky were presented at a meeting of the Shakertown Roundtable at Pleasant Hill, April, 1985. Among these were the following:

1. By the year 2000 it will become the norm to require two or three years of postsecondary schooling in a changed job market.

2. By the year 2000 Kentucky will have to create 348,000 new jobs. Probably 90 percent of the workers for these new jobs will have to have at least two years of technical education, or equivalent postsecondary schooling.

3. Site searchers for industries now ask, before anything else, about the quality of the school system, about the technical schools, and about the quality and participation of higher education.

4. Most of the high tech industries are able to operate in cities of 20,000 or less, making it possible for many communities in Kentucky to participate. But they must have the right kind of workers.

5. The educational background of many, if not most, Kentucky workers makes them suitable only for jobs that are dying out. It is not too late to change this, but it will mean a firm commitment to quality K-12 education, quality and appropriate technical education, and good colleges and universities that want to work with industry.

6. Statistics show that Kentucky ranks among the lowest in its K-12 program--so low that nine out of ten site searchers would write off Kentucky now, even though other indicators might make Kentucky an attractive prospect for many industries.

7. Kentucky should aim at the industries that fit the growth patterns, and that are almost invariably education intensive. Kentucky has a lot going for it, but it all depends on education" (Council 47,48).

A brief paper on economic development issues in the state was written by two professors in the Department of Agricultural Economics at the University of Kentucky. The paper includes graphics presented in such a fashion that the association between education and economic development is clear. See pages 147-151 for a copy of the paper.

Kentucky Community Colleges: Economic Development Activities

Consistent with the mission and goals of the Community College System as specified in KRS 164.580 and the Community College System policy statement (AR II-5.0-1) adopted by the University of Kentucky Board of Trustees in 1964 and revised in 1971, the System is committed to working with business and industry to meet their training needs and thus enhance the state's economic development efforts. The colleges are serving business and industry by providing quality training of a general or specific nature, support services, and various business courses and workshops. The System has developed guidelines and procedures regarding training programs for business and industry.

In recent years the colleges have increased the offerings geared specifically toward economic development. These economic development offerings and services are in response to needs in the communities and the desire of the communities to bolster their economies. The involvement of the community colleges in economic development has evolved within the continuing education components of the colleges. Recently, one of the colleges compiled figures to describe continuing education trends in the 80's regarding business and industry continuing education activities as contrasted with other offerings in community education. As measured by budget and CEU's, business and industry noncredit education now dominates the continuing education program. Similar trends can be found at all of Kentucky's community colleges.

The colleges follow the System guidelines and procedures established and yet operate in an autonomous manner with the course offerings and services provided being dependent upon the availability of resources at the colleges, the needs of the communities, and the size and scope of the activity. Some of the colleges are able to respond in a broader scope than others.

In some areas, representatives of the colleges are involved in working with the staffs of local economic development organizations--industrial foundations, vocational schools, chambers of commerce, professional management associations, local government community/development offices, Private Industry Councils, economic development commissions, etc.--in planning for training needs among area industries and developing training experiences designed to meet those needs. Colleges assist with labor surveys, coordinating training for new industries, conducting pre-employment testing, etc.

Many of the college presidents, business/industry liaison staff members, and continuing education coordinators are members of local Chambers of Commerce, Private Industry Councils, and Economic Development Councils.

Preparation of Skilled Technicians

One of the colleges' primary roles in economic development is through the offering of technical and semi-professional programs, one of the functions of the threefold mission. The objectives of the technical programs are (1) to meet the manpower requirements of the community and surrounding region through two-year technical/occupational programs which provide preparation for immediate employment, and in some cases, qualify the graduate for advanced entry into a baccalaureate program; (2) to provide opportunities for individuals already employed to upgrade skills, and/or acquire the background required to gain certification; (3) to provide support for other community college programs; and (4) to meet the needs of students by providing them with the background required for certification or registration in a particular profession.

The programs are composed of about one-half general education courses (written and oral communication, mathematics, biological or physical science, humanities or history, and social or behavioral science) and the other half technical education. The Associate in Applied Science Degree is awarded upon completion of the curriculum. The career/occupational programs, with available options, are listed on Page 152. The specific career programs offered by the individual community colleges differ because the educational program of each college reflects the local needs. Career programs listed by college appear on Pages 153 and 154. Program descriptions and course requirements for each technical program are included in the Community College System Catalog, beginning on page 37.

New technical programs created and implemented must be relevant to the community college mission and the System's long-range instructional plan, and must be in response to institutional, local, regional or state needs. Methods by which technical program needs are determined depend upon the examination of several kinds of data--i.e. demographic information, economic indicators, national, state, and local business and industry needs surveys, and pending state and federal legislation that may produce mandates for particular training programs. Any new program must have clearly defined objectives and exit competencies with the courses to be used in developing the identified competencies. The program curriculum must comply with standards of any appropriate accrediting body or certifying agency. Additionally, the employment prospects for graduates must be described, a method of evaluating the program must be developed, and duplication of similar programs within the service area must be avoided. The facilities, equipment, and resources required to offer the new program must be identified.

Table Nos. 10, 11, 12, and 13, Pages 155, 156, 157, and 158 show the number of graduates by technical program for the past four years. During the last academic year, 1987-88, 1,526 students earned an Associate in Applied Science Degree (Career Programs). This represents 62.5 percent of the total number of graduates (2,442). Since 1984, the total number of technical graduates has remained fairly constant, ranging from a high in 1983-84 of 1,739 to a low in 1986-87 of 1,519. Technical program reviews are conducted periodically by the Community College System to ensure that program graduates are obtaining employment in the fields for which they were trained.

Training/Retraining for Business and Industry

As business and industry focus on building and maintaining a competitive advantage by incorporating today's technological advances into the work place, training and retraining of workers will continue as an economic imperative. The community colleges are responding to this need by working with agencies such as the Bluegrass State Skills Corporation, the Appalachian Regional

Commission, the Kentucky Department of Commerce, Kentucky Department for Employment Services, Eastern Kentucky Concentrated Employment Program, and Private Industry Councils, as well as local business/industry representatives.

The Community College System attempts to be sensitive to manpower trends by making appropriate modifications in both credit courses within the technical programs and noncredit program offerings through continuing education. Additionally, customized training courses are developed and implemented through continuing education in response to specific requests. Thus, training/retraining is provided by the colleges as a part of two of the functions of the mission--technical programs and adult education. Training/retraining services are provided at the colleges' facilities as well as on business/industrial sites.

Business/industry liaison personnel have been employed in the Continuing Education component at 12 of the 14 colleges. In 1989, a Coordinator for Business and Industry Services will be employed in the Community College System office. This staff person will primarily be responsible for coordinating efforts in the community colleges throughout the state to provide educational programming to meet the needs of local, regional or statewide business and industry. This person will also coordinate systemwide/statewide training programs and will serve as the community college liaison with the Economic Development Cabinet, Bluegrass State Skills Corporation and the Office of Vocational Education. The Coordinator will identify target groups for training in conjunction with business and industry leaders, local governmental agencies, and statewide agencies to promote economic development. Other duties include the analysis of labor market information to identify new program directions for continuing education/community service programs, and the preparation of grants and contracts for programs with statewide and regional emphasis.

The training provided by the community colleges spans from entry level to advanced skills training and includes pre-employment training, entry level training, occupational upgrade training, advanced training, professional development, and train-the-trainer training. Training projects for the various colleges in cooperation with the Bluegrass State Skills Corporation include the following:

1. Upgrade training in supervision skills for Appalachian Computer Service, Inc.
2. Education and skills training within the Kentucky River Area Development District of southeast Kentucky under an Appalachian Regional Commission Grant.
3. Upgrade training in electrical skills for Arch Mineral of Kentucky.
4. Upgrade training in computer math, digital techniques, and basic computers for Armco.
5. SPC skills upgrade program for Buckhorn Material Handling Group.
6. Skills upgrade training in cabinet making for Columbus Show Case Company.
7. Skills training in design of experiment for Dayton Walther Corporation.
8. Advanced skills training for Kentucky Society for Mine Safety Instructors.

Other companies served through community college/Bluegrass State Skills training projects include Palm Beach Company, Philip Morris, Gates Rubber Company, Budd Company, Rand McNally, and Tecumseh.

Many of the colleges have been extremely successful in providing training in Statistical Process Control, a means to analyze and alter a production process to ensure that the product conforms to its predetermined standards, thus fostering high quality. SPC uses sound management principles and applies simple statistical techniques to production processes. An SPC Training Program covers 40 to 54 hours, depending on client needs. Companies served include Florida Tile, Proctor and Gamble, Rand McNally, Webster Electric, Gates Rubber Company, National Magnetec, Buckhorn Corporation, Ford, and Philip Morris.

Other current training programs/courses are the Maintenance Operators Technical Training School (MOTTS), Blueprint Reading, Basic Hydraulics, Tooling, Machining, First Line/First-Time Supervisors, Technical Writing, and Instructor Training. Many times a skills assessment must be done and remedial education provided prior to the offering of the training requested by the company.

One of the colleges responded to a request from industry which resulted in the development and delivery of a three-year training curriculum for the company employees over a lengthy period of time. Initially, a team of three company officials and four college faculty and staff met to determine curriculum content. Visits and interviews with potential providers of training components, a plant-wide basic skill and training interest survey and review of various instructional materials were among the planners' tasks. The second year, Bluegrass State Skills Corporation joined the partnership to assist with funding delivery of some of the training curriculum.

Another one of the community colleges is a major provider of courses for the Appliance Park University certificate programs at General Electric. The same college established an enrichment center on site at Ford Motor Company. One full-time faculty member is assigned to coordinate activities at the center. The company has provided a new area to be used by the center and other training programs.

Five western Kentucky community colleges will sponsor the Mid-America Automotive Symposium in April, 1989. The conference will be held at Lake Barkley Resort and targets current and potential automotive suppliers in Kentucky and contiguous states. The project is being funded by the Community College System, Bluegrass State Skills Corporation, and the Kentucky Economic Development Cabinet and the Tourism Cabinet.

Advanced Technology Training

Technological developments such as computers, micro-electronics, and robots have brought about significant changes in manufacturing. These developments combined with machine tools and systems provide the advanced technology basis for manufacturing. Functions previously performed by different individuals can be combined into a set of connected functions performed by one person. The complex systems include many different devices--electrical, electronic, mechanical, pneumatic, hydraulic, thermal, and optic. With the continual changes in technology leading to more sophisticated systems, workers need a broader educational base in science and mathematics than in the past. Additionally, as pointed out by Dr. Stephen Roush, Logan Aluminum, at the Governor's Council on Vocational Education meeting in May, 1988, workers need behavioral skills in addition to the technology skills. Workers need knowledges and skills permitting adaptability, flexibility, and team building. As indicated in Workforce 2000, the new jobs will demand higher skill levels. Community college level education and training is needed for the advanced technology fields.

Each technical program offered in the community colleges includes about one-half general education courses including mathematics, biological or physical science, written and oral communication, and social or behavioral science. The other half of the curriculum is technical education. Thus, these programs are excellent educational resources for individuals preparing not only for the present but also for the future technical work force.

In order to remain competitive, industries in Kentucky have already implemented advanced technology systems and they will continue to do so. Business and Industry Liaisons at the community colleges are increasingly receiving requests from manufacturers throughout the state for introductory and advanced training in Programmable Logic Controllers (P.L.C), Computer Numerical Controllers (C.N.C.), and Computer Assisted Design (C.A.D). During the spring of 1988, nine community colleges surveyed thirty-six companies throughout the Commonwealth to determine the statewide urgency and need for training in the above technologies. Thirty-three of the companies surveyed were currently utilizing Programmable Logic Controllers in the manufacturing of products, and twenty-six responded that P.L.C. training is urgently needed at both the conceptual and in-depth levels. Additionally, one-third of those surveyed responded that training on C.N.C. controlled devices with C.A.D. linkage for design is also urgently needed. From those companies interviewed, it was found that 441 individuals would be enrolled at the expense of their employers if this training were available. The type of employee needing the training includes technicians, managers, engineers, maintenance personnel, and electricians. Also, from the needs assessment it was found that the demand for P.L.C./C.N.C./C.A.D. training will increase during the next several years.

Inadequate resources have prevented the community colleges from responding to these training needs, but in an effort to respond to the deficiency in advanced technology education and training in the state, the Community College System has submitted a proposal to the Bluegrass State Skills Corporation for a mobile training program which would permit training in these three technologies. The mobile concept would allow training to occur at any of the community college campuses, vocational education schools, or at industry sites. If funded, curriculum for each training program will be developed to meet the specific needs of the company requesting the training. The mobile program will be scheduled through the Community College System office. Additionally, a train-the-trainer project will train faculty throughout the states' community colleges and vocational schools. These faculty will then conduct the needs assessments and share in the planning and development of curricula which will meet the needs of each specific industry. At present no other program or projects of this type and scope are available in the state. The on-site statewide delivery of instruction in these technologies will position the state to better attract and retain these high growth industries.

Service to the Agriculture Industry

The agriculture industry is a very important part of the state's economy. According to Dr. David L. Debertin, Professor of Agricultural Economics, University of Kentucky, in 1987, the gross farm income for Kentucky was about $2.95 billion. This income was derived from the following enterprises: tobacco (19 percent), horses (15 percent), cattle (13 percent), dairy (10 percent), corn (7 percent), soybeans (6 percent), and other enterprises (30 percent). Other enterprises include horticultural crops and other work activities--i.e. custom harvesting.

There are approximately 99,000 farms in the state. The current number of full-time employees in agriculture is about 69,000; however, this does not include agribusiness employment or does it include employment in other businesses that sell to farmers. Agribusiness is the sector which sells inputs to farmers and purchases farmers' products.

Clearly, community colleges have a role to play in economic development in both the service industry and manufacturing industry. A similar, but different issue, is the role community colleges can play in the agriculture industry. There are critical problems in rural America. For example, "the economic competitiveness of rural areas is declining;" "rural families and communities are having difficulty adjusting to the impact of political, economic, and social change;" and "rural revitalization depends on skilled community leadership" (Infanger 10).

Infanger, Department of Agricultural Economics, University of Kentucky, stated in a recent article that researchers for the U.S. Department of Agriculture have divided U.S. counties into three groups. These groups are (1) "farming dependent, a county where 20 percent or more of local labor and proprietor income is from farming, (2) farming important, a county where 10-19 percent of local labor and proprietor income is from farming, and (3) not-farming dependent, those counties where farm income accounts for less than 10 percent of local labor and proprietor income" (12).

There are 514 counties in the farming dependent category in the U.S., with 19 of those counties being in Kentucky. The 19 farming dependent counties in the state are Adair, Bath, Bourbon, Bracken, Casey, Cumberland, Green, Hart, Henry, Menifee, Metcalfe, Nicholas, Owen, Owsley, Robertson, Scott, Trimble, Washington, and Woodford (12).

Kentucky also has 24 counties in the farming important category. These counties are Anderson, Breckinridge, Clinton, Edmonson, Elliot, Fayette, Fleming, Gallatin, Garrard, Grant, Hickman, Jackson, Jessamine, Lewis, Lincoln, Logan, Monroe, Morgan, Oldham, Pendleton, Rockcastle, Russell, Spencer, and Wolfe. Manufacturing income is larger than farm income in these counties. For the remaining 77 counties in the state, income from the service industry and manufacturing provides the bulk of income (12).

The 43 counties in the state in the farming dependent or farming important categories are in the service areas of nine community colleges. Continuing education and training activities at the fourteen community colleges geared specifically toward the agriculture industry are few in number. Community colleges have played a very important role, however, in providing opportunities for rural youth to enroll in college and pursue degrees in agriculture by taking the first two years at a community college. The broad area of rural development through educational programs tailored for the development of human resources, management of land, and management of water resources may be educational areas appropriate for community colleges, especially those located in areas with farming dependent counties. Community colleges in these areas must be a part of a collaborative effort between the cooperative extension system, four-year institutions, federal and state agencies, and county governments.

Service to the Coal Industry

Kentucky is the largest coal producing state in the U.S. and the coal industry is an important part of the state's economy. It makes a direct and indirect impact on the earnings of Kentucky residents as well as contributes to state tax revenues. Thirty-four million, seven hundred sixty-five thousand tons of the black gold were produced by Kentuckians in 1987. And because of intense pressure from domestic and foreign competitors, it was done with fewer men and women.

A study to determine the impact of coal on the Kentucky economy was commissioned by the Kentucky Coal Association, the Eastern Kentucky Coal Association and the Western Kentucky Coal Association. The report from the study, published in 1985, indicates that in 1983 personal income in Kentucky's coal industry was estimated to be $1,290 million. Almost one-half (43.8 percent) of Kentucky coal revenues were paid directly and indirectly (wages and benefits) to miners in the state (Coal 1).

The impact is greater than the direct contribution to earnings. The indirect economic effects are statewide as many of the expenditures are for items not produced within the coal regions. Supplies, maintenance, parts, etc., are purchased from dealers and manufacturers throughout the state. About 22.8 percent of the coal industry's revenue in 1983 was used for these types of expenditures (Coal 1).

In the 1983-84 fiscal year, the coal industry contributed about 18.7 percent of the state's total revenue in the General and Transportation Funds (Coal 4).

Several of the community colleges offer education and training tailored for the coal industry. An example is the college which has established a training program with Arch Mineral Corporation, Lynch District. Employment in this particular college's service area is about 75 percent mine related. The college provides training in electricity and hydraulics, with three phases of training devoted to each of the topics. The training is provided to 120 maintenance personnel, in groups of 10. The groups meet on campus for two weeks (80 clock hours) of education and training. The program is being partially funded through Bluegrass State Skills Corporation. It is considered to be an innovative program for the coal mining industry.

Another program is the safety training/retraining program offered by the community college for Arch Mineral Corporation. The training is required by state and federal law, and about 1,000 employees of Arch Mineral are trained annually by the college. The length of the training course is eight clock hours. Last year Arch Mineral's Mine 32 was judged to be the safest in the nation. This model safety training program will be used at other mines in the college's service area beginning in December.

A different college offers a mining program under the umbrella of the Business and Industry Technical Assistance Center (BITAC) at the college. The program is a vehicle to deliver up-to-date information and training to the coal industry. In cooperation with many individuals the Mining Program has sponsored the following seminars: (1) Annual Surface Mining Law Updates, (2) Beefing Up the Bottom Line (Tax Workshop), (3) Introduction to Computers for Professionals, (4) Computing for Engineers, (5) Computing for Managers, and (6) Surface Subsidence. There are also several seminars scheduled for Spring, 1989.

Another service to the coal industry is the Associate in Applied Science Degree Program in Mining Technology which is offered at two of the community colleges. One of the colleges works closely with Island Creek Coal Company through the Associate Degree program. Many of the company's full-time employees have completed or are pursuing the two-year degree. Island Creek Coal Company has given the college equipment for the coal analysis lab. The company also gives the college funds for scholarships for students majoring in Mining Technology and provides field trip experiences and cooperative education positions for students. The college's Mining Technology Program Advisory Committee is actively involved in the vocational school's mining program, the community college's two-year program, and a regional university's four-year mining program. Committee membership includes representatives from the public secondary schools, vocational school, the community college, the regional university, and the local mining industry. The joint Advisory Committee facilitates the coordination of the 2 + 2 + 2 program. Students can complete the mining courses at the vocational school, articulate to the community college, and upon completion of the Associate Degree program in Mining Technology, transfer to the four-year program at Murray State University.

Services to Small Businesses

The services provided to small businesses include the delivery of information and counseling to owners and operators of small retail and service businesses as well as to individuals planning to start new businesses. The assistance may be in the form of specialized continuing education workshops, regular credit course offerings, or consultations in the areas of management, supervision, computer applications, state and federal taxes.

Inservice training relative to Entrepreneurship Education has been provided by the colleges through grants funded by Kentucky Vocational Education. Other grants from Kentucky Vocational Education have permitted small research projects on characteristics of entrepreneurship education participants.

An "Entrepreneurial Institute" opened this fall at one of the colleges. The Institute is an intensive training program that will endeavor to teach future small business entrepreneurs what they need to know about starting their own businesses. It is a four-week program consisting of consecutive six-hour Saturday sessions.

Several of the colleges have small business resource centers which are designed to serve the needs of small businesses and stimulate economic growth within their respective service areas by providing management and technical assistance, counseling, training, information dissemination, and applied research. All of the colleges have access to the services provided by the Kentucky Small Business Development Center (SBDC) Program located in the

University of Kentucky's College of Business and Economics. One community college operates a SBDC outreach center as part of this University of Kentucky program.

BITAC, (Business and Industry Technical Assistance Center) is considered a model center. BITAC is designed to focus on the formation and retention of small businesses and existing businesses, and prospective businesses can also obtain assistance. BITAC has two model programs that have received national attention. These are (1) the Dislocated Workers Program which provides entrance training for unemployed workers, and (2) the Rural Women's Proprietorship Project which provides assistance to business women and prospective business women in the rural environment. Both of these programs have been recognized by the Midwest Research Institute as model programs. BITAC also administers a mining technology program which was described in the "Service to the Coal Industry" section.

The personal computer workshops consisting of short, intensive hands-on training sessions on how to use personal computers and business software for increased on-the-job productivity are popular offerings for small business owners and larger businesses and industries. These offerings are also popular with individuals as personal enrichment courses. Some of the colleges provide workshop participants access to a free help hotline for additional support after the training session is completed. Topics included in the "computer productivity training" are DOS applications, Data Base Management, Spreadsheets, Desktop Publishing, CADKEY, AutoCAD, and word processing.

Pre-Professional Programs

Another role for community colleges in economic development is providing two years of transfer work toward baccalaureate degrees in professional programs. Students attend the community colleges for two years and then transfer to four-year institutions and major in Agriculture, Allied Health Professions, Business and Economics, Engineering, pre-Medicine, Education, Pharmacy, pre-Dentistry, pre-Law, pre-Veterinary, etc.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

ECONOMIC DEVELOPMENT ROLE - For Discussion:

1. As we approach the year 2000, what will be the education demands businesses and industries will place on workers? What kinds of skills should they have?

2. What should the Community College System be doing in the way of associate degree programs--developing new ones, modifying or cancelling present ones?
   If new ones need to be developed, what kinds?
   If programs need to be modified or cancelled, which ones?

3. Business Centers, on-campus offices for coordinating and synchronizing the community college's economic development efforts and business services are located on many community college campuses across the country. Should the "Business Center Concept" be implemented on a systematized basis at the community colleges?

4. What emphasis should the community colleges place on training/retraining programs for business and industry?

5. What should be the community college role in advanced technology training in Kentucky?

6. Should Advanced Technology Centers equipped with robotics hardware and computer-assisted design and computer-assisted manufacturing systems be established at any of the community colleges?

7. What should be the community college role in rural development in Kentucky?

8. Should the community colleges place major emphasis on developing a statewide tech/prep associate degree program in partnership with secondary schools?

9. What emphasis should community colleges place on educating technicians for the healthcare industry in Kentucky?

10. What role should community colleges play in economic development in Kentucky in the year 2000?

11. Should faculty-industrial exchange programs be developed to enhance and facilitate program development and faculty development opportunities? If so, how should such programs be structured?

12. How can the community colleges work more closely with government agencies, private sector, and other educational institutions in assisting with human resources and training needs for economic development over the mid-to-long range?

13. The community colleges in Kentucky are attempting to play a major role in economic development at the local and state levels. How can their effectiveness be increased?

14. Can the Associate Degree in Applied Science be a "quality assurance" for business and industry?

KENTUCKY ECONOMIC DEVELOPMENT ISSUES: A GRAPHICAL ANALYSIS

Jerry R. Skees and Louis E. Swanson
Associate Professors

Questions regarding the patterns of economic development in Kentucky have received increased attention in recent years. There has been much talk regarding the golden triangle of Kentucky – that region which is within the geographical area surrounded by Louisville, Lexington, and Northern Kentucky. It is also well recognized that the eastern and southeastern regions of the state are the most disadvantaged.

This brief paper presents basic data by county within the state in order to demonstrate the patterns of development. Most importantly, the graphics are presented in such a fashion that the association between education and economic development will be abundantly clear. Rather than present a host of statistical information, the approach is to use basic measures to divided the state into three equal regions using that measure. Thus, the graphics provide easy inspection to determine counties within the state that are within the lower one third, middle one third, and upper one third for each measure. The pattern for shading counties is altered so that the worst conditions are presented in dark shades. The altering occurs because in some case the higher values indicate improvement (such as education) and in some case higher values indicate problems (such as unemployment). Most of the data are from the 1980 census (the most recent census). However, recent data are presented in order to demonstrate that patterns have not changed significantly.

A LOOK AT COUNTY DATA

Figure 1 presents the educational level for Kentucky counties. The lower one third indicates counties where only 25 to 38 percent of the adults over 25 years of age had completed high school in 1980. The contiguous pattern clearly shows that eastern and southcentral counties have the lowest levels of education. The upper one third indicates counties where 50 to 72 percent of the adults had high school degrees. In this case, all metropolitan counties are included as are many of the counties which are contiguous to a metropolitan county. The strip between Lexington and Louisville clearly stands out as does the far western Kentucky counties.

Kentucky Essential Skills Tests data for Kentucky county elementary and secondary school districts (city and private schools are excluded) are presented in Figure 2. Though this data is for 1987 (eight years after the data presented in figure 1) and the data represent a totally different educational variable, the patterns for figure 1 and 2 are strikingly similar. Once again eastern Kentucky school systems remain in the lower one third. Also the metropolitan school systems generally appear in the upper one third.

The 1980 poverty level is depicted in Figure 3. In this case, the counties with the highest percent of their population below the poverty level (20 to 41 percent) are also in eastern and southeastern Kentucky. The lowest one third had poverty levels of 5 to 14 percent in 1980. With the exception of a few counties, the map in figure 3 and figure 1 are shaded identically. This underscores the relationship between education levels and poverty.

Figure 4 presents the official unemployment statistics for 1980. Once again the patterns are familiar. However, there are differences. The golden triangle is more complete (i.e., there are more counties which fall into the best grouping). This suggests the role that commuting plays in employment opportunities. Several western Kentucky counties appear in the worst grouping indicating the lack of economic opportunities in these counties.

Figure 5 presents the percent of population employed in the service sector. Service sector jobs are generally lower paying than manufacturing jobs. The patterns are somewhat similar to those maps presented above. However, the associations are not as strong. The associations reappear in figure 6 – median family income in 1980. The lowest set of counties are nearly identical to the lowest set of counties displaying educational attainment. In the lowest set of counties median county income levels are between $9,084 and $16,190. The highest set of counties have median county income levels between $19,897 and 28,730.

In considering issues of economic development, the property tax base can influence local services such as education. Thus, Figure 7 presents the per capita property tax base for 1980. In the lowest one third, the base ranges from $31 to $80. The upper one third ranges from $127 to $232. There is a good deal of overlap between this figure and Figures 1 and 2. These associations demonstrate a relationship between education and local tax base.

Finally, figure 8 presents 1986 data on the discouraged worker rate. Discouraged workers are individuals who do not appear in the official unemployment statistics. In the case of unemployment statistics only those individuals who have actively sought employment in the previous six weeks are included. Thus, in remote (rural) areas where employment opportunities are rare, individuals who may be willing to work but have become discouraged because there are no jobs would be excluded from unemployment statistics. In short, unemployment statistics tend to underrepresent the true unemployment rate in non-metropolitan areas. Further, discouraged workers are not an insignificant number. In fact, in 1986 discouraged workers outnumbered those listed as officially unemployed. Therefore, the discouraged worker statistics for 1986 are included. Figure 8 differs from Figure 4 (unemployment) in that more of the remote (rural) counties appear in the upper one third. This supports the notion that unemployment statistics underrepresent the true situation in rural counties.

An important area which has the lowest level of discouraged workers is the set of southcentral counties. These counties have been heavily influenced by the influx of the automobile assembly plants in the Nashville, Tennessee area.

Some Conclusions

A few conclusions are apparent. First, the association between education and economic well-being in Kentucky counties is unmistakable. Counties with higher educational attainment tend to have lower poverty, lower unemployment, fewer discouraged workers, higher incomes, and relatively less employment in the service sector. Second, the educational level of the population within a county is associated with educational performance measures within the school. This association tends to hold despite the fact the data presented in Figures 1 and 2 are for two different points in time. Third, those areas which have a higher local tax base (as measured by per capita property tax) will have lower levels of education and performance in their educational systems. Finally, the data presented also highlight the distinct differences between Kentucky's metropolitan counties and the non-metropolitan counties.

Despite the strong association between education and economic well-being a word of caution is advised. The cause and effect is not clear. Does educational level improve the economic conditions or does an improvement in economic activity lead to improved educational levels? As economic activity improves one would expect to attract and retain more highly educated individuals. In addition, improved economic activity will also help finance improvements in local educational system. The education and economic development association flows both ways. Education can enhance economic development, but as development occurs one would expect the educational level and system within a county to improve.

Still, the economic development literature is clear – without improvements in education the local areas in the state which are currently underdeveloped stand little chance of attracting desirable industries and enhancing economic development. Further, given the expected rapid pace of change in the future, education will play a major role in the ability of individuals to make adjustments to changing economic conditions. An issue that must be addressed is the effect of changing business cycles on the local funding of education. Given the importance of education in adapting to economic change, it is simply unacceptable to allow national and local business cycles to influence the funding of education.

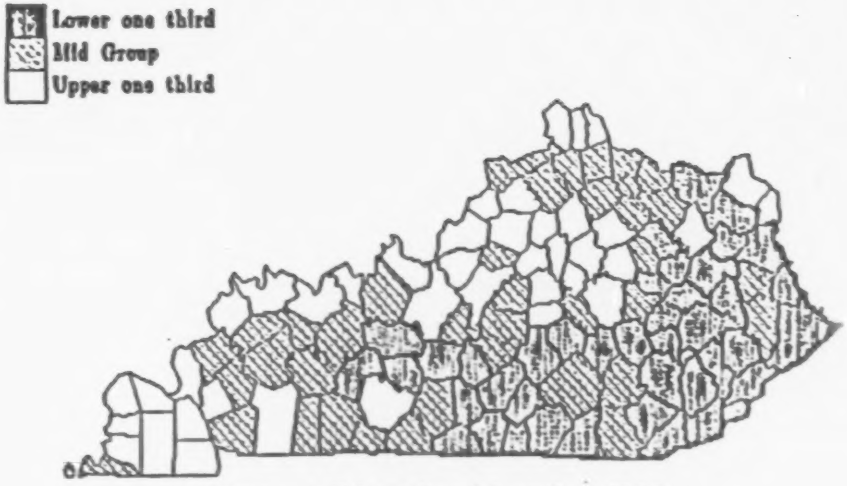
Lower one third
Mid Group
Upper one third

Figure 1: Educational Level -- 1980
Percent of Adults with 12 years or more

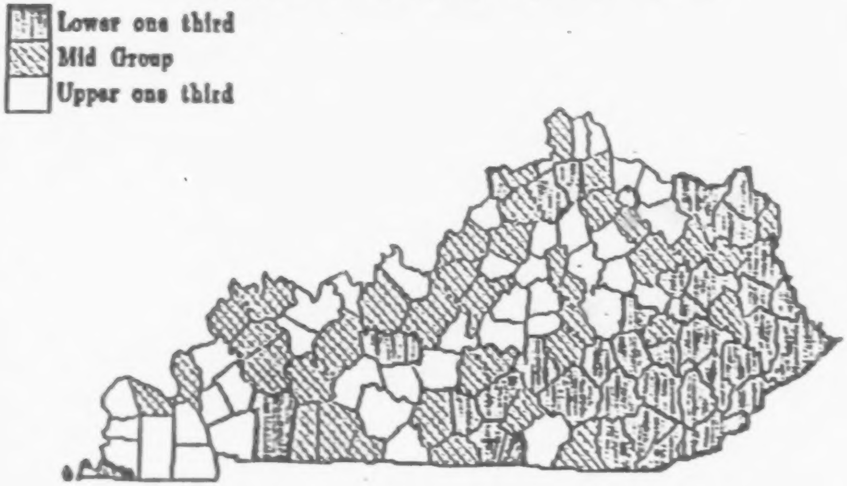
Lower one third
Mid Group
Upper one third

Figure 2: Educational Test Scores -1987

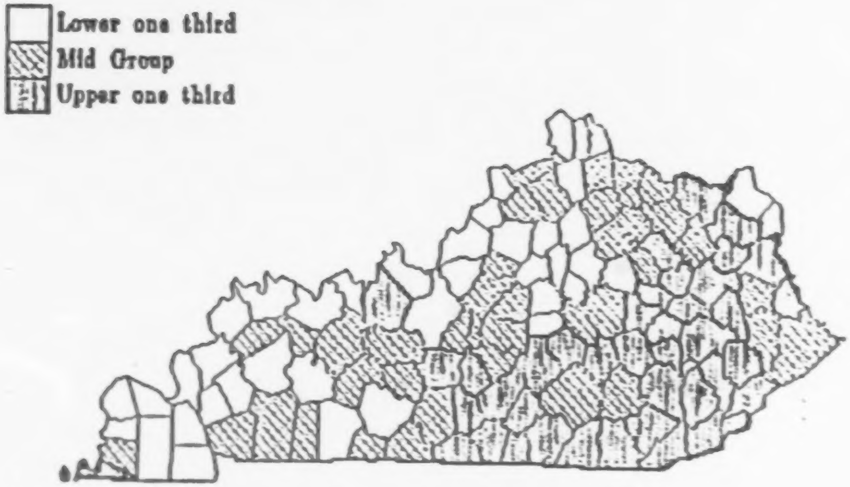
Lower one third
Mid Group
Upper one third

Figure 3: Poverty Level -- 1980
Percent of Population Below Poverty Level

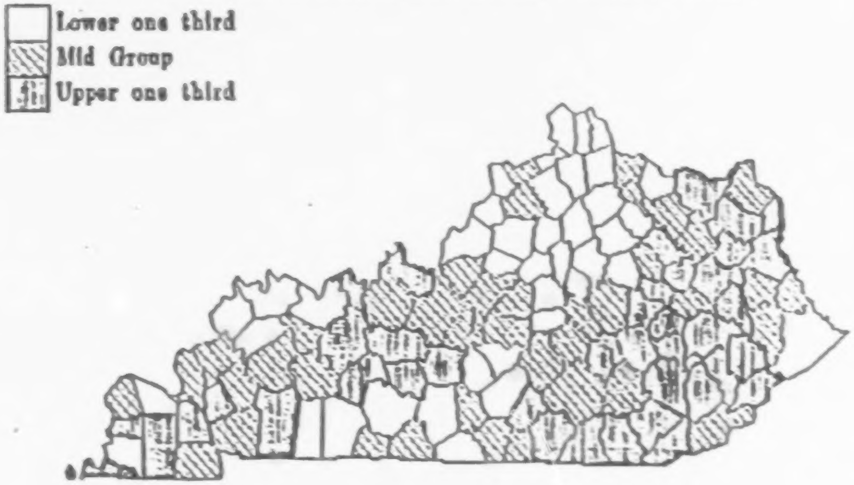
Lower one third
Mid Group
Upper one third

Figure 4: Unemployment Rate -- 1980
Percent of Population Unemployed

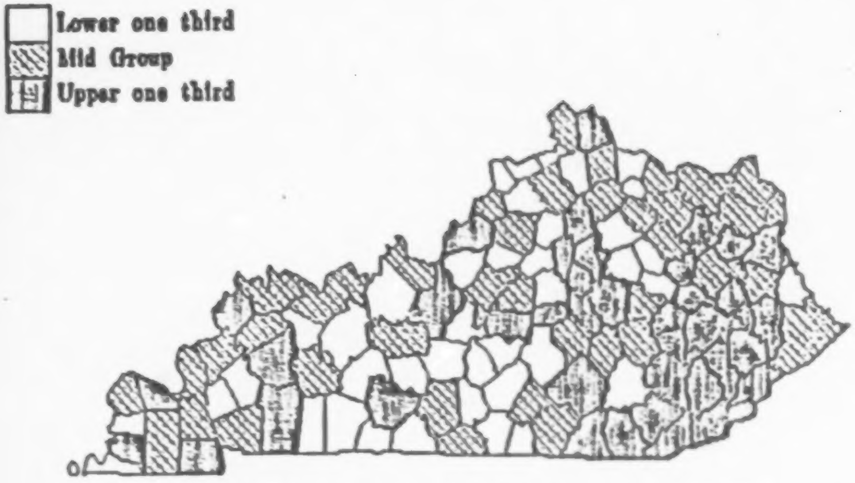
Lower one third
Mid Group
Upper one third

Figure 5: Service Sector Employment - 1980

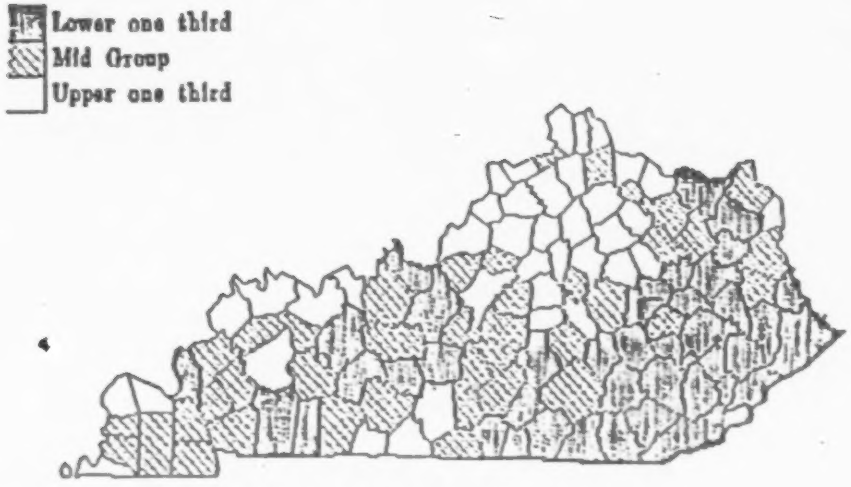
Lower one third
Mid Group
Upper one third

Figure 7: Per Capita Property Tax

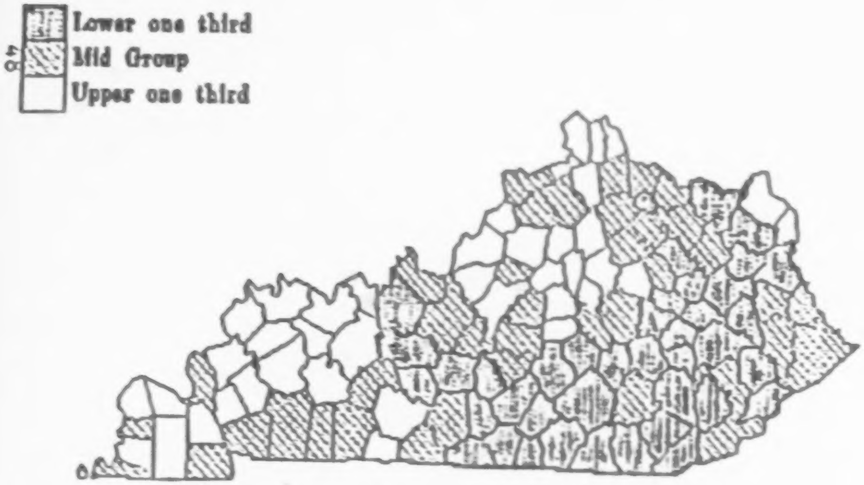
Lower one third
Mid Group
Upper one third

Figure 6: Median Family Income -- 1980

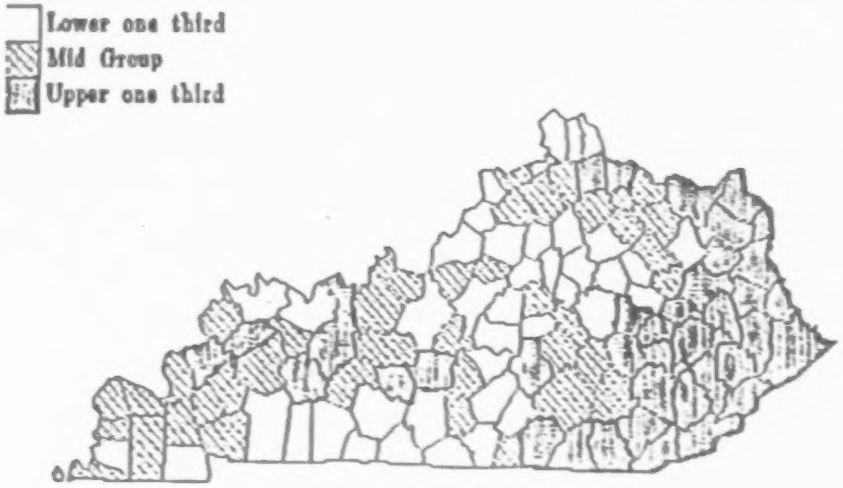
Lower one third
Mid Group
Upper one third

Figure 8: Discouraged Worker Rate -- 1986

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY
Career Programs 1988-89

- Accounting Technology
- Architectural Technology
- Biomedical Equipment Technician
- Business Technology
  - Agri-Business Option
  - Banking Option
  - Management Option
  - Management Information Systems Option
  - Real Estate Management Option
  - Retail Option
  - Retail Marketing Option
  - Transportation Option
- Commercial Art Technology
  - Advertising Option
  - Photography Option
- Communications Technology
- Culinary Arts
- Data Processing Technology
- Dental Hygiene
- Dental Laboratory Technician
- Early Childhood Education
- Engineering Technology
  - Computer Repair Option
  - Electrical Option
  - Mechanical Option
- Fire Science Technology
- Human Services
- Industrial-Electrical Technology
- Laser Optics Technician
- Law Enforcement Technology
- Medical Laboratory Technician
- Mining Technology
- Nuclear Medicine Technology
- Associate Degree Nursing
- Office Administration
- Physical Therapist Assistant
- Radiologic Technology
- Real Estate
- Reclamation Technology
- Respiratory Care

Community College System
University of Kentucky
Career Programs 1988-1989

Ashland Community College
Accounting Technology
Business Technology
    Banking Option
    Management Option
    Management Information Systems Option
    Real Estate Management Option
Data Processing Technology
Associate Degree Nursing
Office Administration

Elizabethtown Community College
Business Technology
    Banking Option
    Management Option
    Real Estate Management Option
Data Processing Technology
Associate Degree Nursing
Office Administration

Hazard Community College
Business Technology
    Management Option
    Management Information Systems Option
Associate Degree Nursing (Offered by Southeast Community College)
Office Administration

Henderson Community College
Business Technology
    Management Option
Communications Technology
Data Processing Technology
Human Services
Medical Laboratory Technician
Associate Degree Nursing
Office Administration

Hopkinsville Community College
Business Technology
    Banking Option
    Management Option
    Management Information Systems Option
Human Services
Law Enforcement Technology
Associate Degree Nursing *
Office Administration

Jefferson Community College
Accounting Technology
Business Technology
    Management Option
Commercial Art Technology
    Advertising Option
    Photography Option
Culinary Arts
Data Processing Technology
Early Childhood Education
Engineering Technology
    Electrical Option
Fire Science Technology
Human Services
Industrial-Electrical Technology
Medical Laboratory Technician
Associate Degree Nursing
Office Administration
Physical Therapist Assistant
Real Estate
Respiratory Care

Lexington Community College
Accounting Technology
Architectural Technology
Business Technology
    Management Option
    Retail Marketing Option
    Transportation Option
Data Processing Technology
Dental Hygiene
Dental Laboratory Technology
Engineering Technology
    Electrical Option
    Mechanical Option
Nuclear Medicine Technology
Associate Degree Nursing
Office Administration
Radiologic Technology
Real Estate
Respiratory Care

Community College System
University of Kentucky
Career Programs 1988-1989

Madisonville Community College

- Accounting Technology
- Biomedical Equipment Technician
- Business Technology
  - Banking Option
  - Management Option
  - Real Estate Management Option
  - Retail Marketing Option
- Data Processing Technology
- Engineering Technology
  - Electrical Option
  - Mechancial Option
- Laser Optics Technician
- Mining Technology
- Associate Degree Nursing*
- Office Administration
- Radiologic Technology
- Reclamation Technology
- Respiratory Care

Maysville Community College

- Business Technology
  - Agri-business Option
  - Management Option
  - Management Information Systems Option
  - Retail Marketing Option
- Dental Hygiene
- Industrial-Electrical Technology
- Associate Degree Nursing
- Office Administration

Owensboro Community College

- Business Technology
  - Management Option
- Data Processing Technology
- Office Administration

*Pennyrile Regional Associate Degree Nursing Program

10/88mj

Paducah Community College

- Accounting Technology
- Business Technology
  - Banking Option
  - Management Option
  - Real Estate Management Option
  - Retail Marketing Option
- Communications Technology
- Data Processing Technology
- Associate Degree Nursing
- Office Administration
- Physical Therapist Assistant

Prestonsburg Community College

- Accounting Technology
- Business Technology
  - Management Option
  - Real Estate Management Option
- Associate Degree Nursing

Somerset Community College

- Business Technology
  - Banking Option
  - Management Option
- Data Processing Technology
- Medical Laboratory Technician
- Associate Degree Nursing
- Office Administration
- Physical Therapist Assistant

Southeast Community College

- Business Technology
  - Management Option
  - Management Information Systems Option
- Dental Hygiene
- Engineering Technology
  - Computer Repair Option
- Mining Technology
- Associate Degree Nursing
- Office Administration

CHART 10

COMMUNITY COLLEGE SYSTEM
NUMBER OF GRADUATES BY TECHNICAL PROGRAM
FOR SELECTED YEARS

ALLIED HEALTH AND NURSING

TECHNICAL PROGRAM	1986-87	1985-86	1984-85	1983-84
ADMINISTRATIVE MEDICAL ASST.	**	3	4	10
BIOMEDICAL EQUIPMENT	3	0	0	0
DENTAL HYGIENE	29	26	16	23
DENTAL LABORATORY TECHNICIAN	14	17	15	18
MEDICAL LABORATORY TECHNICIAN	15	32	36	38
NUCLEAR MEDICINE TECHNOLOGY	4	3	6	8
ASSOCIATE DEGREE NURSING	448	502	532	563
PHYSICAL THERAPIST ASSISTANT	25	16	16	16
RADIOLOGIC TECHNOLOGY	21	18	18	14
RESPIRATORY CARE	32	36	31	34
TOTALS	591	653	674	724

**PROGRAM INACTIVE

CHART 11

COMMUNITY COLLEGE SYSTEM
NUMBER OF GRADUATES BY TECHNICAL PROGRAM
FOR SELECTED YEARS

BUSINESS AND RELATED TECHNOLOGIES

TECHNICAL PROGRAM	1986-87	1985-86	1984-85	1983-84
ACCOUNTING TECHNOLOGY	81	94	81	72
BUSINESS TECHNOLOGY (8 OPTIONS)	327	341	330	303
DATA PROCESSING TECHNOLOGY	127	153	198	198
OFFICE ADMINISTRATION	149	185	162	169
REAL ESTATE	12	10	13	13
TOTALS	696	783	784	755

CHART 12

COMMUNITY COLLEGE SYSTEM
NUMBER OF GRADUATES BY TECHNICAL PROGRAM
FOR SELECTED YEARS

ENGINEERING AND RELATED TECHNOLOGIES

TECHNICAL PROGRAM	1986-87	1985-86	1984-85	1983-84
ARCHITECTURAL TECHNOLOGY	26	18	21	30
ENGINEERING TECHNOLOGY (3 OPTIONS)	47	53	53	65
FOREST AND WOOD TECHNOLOGY	**	**	**	1
INDUSTRIAL-ELECTRICAL TECHNOLOGY	13	19	12	15
MINING TECHNOLOGY	9	13	27	16
RECLAMATION TECHNOLOGY	2	1	3	8
TOTALS	97	104	116	135

**PROGRAM INACTIVE

CHART 13

COMMUNITY COLLEGE SYSTEM
NUMBER OF GRADUATES BY TECHNICAL PROGRAM
FOR SELECTED YEARS

OTHER TECHNICAL PROGRAMS

TECHNICAL PROGRAM	1986-87	1985-86	1984-85	1983-84
COMMERCIAL ART TECHNOLOGY (2 OPTIONS)	11	20	13	18
COMMUNICATIONS TECHNOLOGY	26	14	22	23
CULINARY ARTS	11	10	17	6
EARLY CHILDHOOD EDUCATION	16	29	18	23
FIRE SCIENCE TECHNOLOGY	4	5	1	2
HUMAN SERVICES (3 OPTIONS)	5	49	40	45
LASER OPTICS TECHNICIAN	*			
LAW ENFORCEMENT TECHNOLOGY	12	14	6	4
LIBRARY TECHNOLOGY	**	**	**	1
RECREATION LEADERSHIP TECH	**	**	1	1
SPECIAL EDUCATION ASSISTANT	**	**	**	1
VOCATIONAL TEACHER	**	**	**	1
TOTALS	135	141	118	125

*PROGRAM IMPLEMENTED IN 1987

**PROGRAM INACTIVE

I

100TH CONGRESS
2D SESSION

H. R. 5290

To establish a program of grants to consortia of local educational agencies and community colleges for purposes of providing tech-prep education.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 14, 1988

Mr. FORD of Michigan introduced the following bill; which was referred to the Committee on Education and Labor

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A BILL

To establish a program of grants to consortia of local educational agencies and community colleges for purposes of providing tech-prep education.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Tech-Prep Education Act".

SEC. 2. FINDINGS AND PURPOSE.

(a) FINDINGS.—The Congress makes the following findings:

(1) Rapid technological advances and global economic competition demand increased levels of skilled

technical education preparation and readiness on the part of youths entering the work force.

(2) Effective strategies reaching beyond the boundaries of traditional schooling are necessary to provide early and sustained intervention by parents, teachers, and educational institutions in the lives of students.

(3) A combination of nontraditional school-to-work technical education programs, using state of the art equipment and appropriate technologies, will reduce the dropout rate for high school students in the United States and will produce youths who are mature, responsible, and motivated to build good lives for themselves.

(4) The establishment of systematic technical education articulation agreements between secondary schools and community colleges is necessary for providing youths with skills in the liberal and practical arts and in basic academics, and with the intense technical preparation necessary for finding a position in a changing workplace.

(5) By the year 2000 an estimated 15 million manufacturing jobs will require more advanced technical skills, and an equal number of service jobs will become obsolete.

(6) More than 50 percent of jobs that are currently developing will require skills greater than those currently provided by existing educational programs.

(7) Dropout rates in urban schools are currently 50 percent or higher, and more than 50 percent of all Hispanic youth drop out of high school.

(8) Each year, as a result of 1 million youths dropping out of high school with inadequate preparation to enter the workforce, the United States loses $240 billion in earnings and taxes.

(9) Employers in the United States pay an estimated $210 billion annually for formal and informal training, remediation, and in lost productivity as a result of untrained and unprepared youth joining, or attempting to join, the workforce of the United States.

(b) PURPOSE.—It is the purpose of this Act—

(1) to provide planning and demonstration grants to consortia of local educational agencies and community colleges, for the development and operation of 4-year programs designed to provide a tech-prep education program leading to an associate degree for youths; and

(2) to provide, in a systematic manner, strong, comprehensive links between secondary schools and community colleges.

SEC. 3. PROGRAM AUTHORIZED.

(a) GENERAL AUTHORITY.—The Secretary of Education shall make grants to pay the Federal share of the cost of activities carried out under this Act to consortia of—

(1) local educational agencies or area vocational schools serving secondary school students; and

(2) community colleges (including postsecondary vocational technical schools).

(b) AMOUNTS OF GRANTS.—

(1) FEDERAL SHARE.—The Federal share of the cost of any activity carried out with assistance under this Act may not exceed—

(A) for the first year that a grant is received, 100 percent of such cost with respect to planning purposes;

(B) for the second year that a grant is received, 80 percent of such cost with respect to implementation and operation;

(C) for the third year that a grant is received, 70 percent of such cost with respect to operation;

(D) for the fourth year that a grant is received, 60 percent of such cost with respect to operation; and

(E) for the fifth year that a grant is received, 50 percent of such cost with respect to operation.

SEC. 4. TECH-PREP EDUCATION PROGRAMS.

(a) GENERAL AUTHORITY.—Each grant recipient shall use amounts provided under the grant to develop and operate a 4-year tech-prep education program.

(b) CONTENTS OF PROGRAM.—Any such program shall—

(1) be carried out under an articulation agreement between the participants in the consortium;

(2) consist of the 2 years of secondary school preceding graduation and 2 years of higher education, with a common core of required proficiency in mathematics, science, communications and technologies designed to lead to an associate degree in a specific career field;

(3) include the development of tech-prep education program curriculum appropriate to the needs of the consortium participants; and

(4) include in-service training for teachers that—

(A) is designed to train teachers to implement effectively tech-prep education curriculum;

(B) provides for joint training for teachers from all participants in the consortium; and

(C) may provide such training in weekend, evening and summer sessions, institutes or workshops.

(c) Additional Authorized Activities.—Any such program may—

(1) provide for training programs for counselors designed to enable counselors more effectively to recruit students for tech-prep education programs, ensure their successful completion of such programs and their placement in appropriate employment; and

(2) provide for the acquisition of tech-prep education program equipment.

SEC. 5. APPLICATIONS.

(a) In General.—Each consortium that desires to receive a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary shall prescribe.

(b) Five-Year Plan.—Each application submitted under this subsection shall contain a 5-year plan for the development and implementation of activities under this Act.

(c) Approval.—The Secretary shall approve applications based on their potential to create an effective tech-prep education program as provided for in section 4.

(d) Special Consideration.—The Secretary shall give special consideration to applications which—

(1) provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs;

(2) demonstrate commitment to continue the program after the termination of assistance under this Act; and

(3) are developed in consultation with business, industry and labor unions.

(e) EQUITABLE DISTRIBUTION OF ASSISTANCE.—In making grants, the Secretary shall ensure an equitable distribution of assistance among the States and among a cross section of urban and rural consortium participants.

SEC. 6. REPORTS.

Each grant recipient shall, with respect to assistance received under this Act, submit to the Secretary such reports as may be required by the Secretary to ensure that such grant recipient is complying with the requirements of this Act.

SEC. 7. DEFINITIONS.

For purposes of this Act:

(1) The term "articulation agreement" means a commitment to a program designed to provide students with a nonduplicative sequence of progressive achievement leading to competencies in a tech-prep education program.

(2) The term "community college" has the meaning provided in section 1201(a) of the Higher Education Act of 1965 for an institution which provides not

less than a two-year program which is acceptable for full credit toward a bachelor's degree.

(3) The term "Secretary" means the Secretary of Education.

(4) The term "local educational agency" has the meaning provided in section 1471(12) of the Elementary and Secondary Education Act of 1965.

(5) The term "tech-prep education program" means a combined secondary and postsecondary program which—

(1) leads to an associate degree;

(2) provides technical preparation in at least 1 field of mechanical, industrial or practical art, trade or applied science;

(3) provides competence in mathematics, science and communications (including through applied academics); and

(4) leads to placement in employment.

SEC. 8. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated $200,000,000 to carry out the provisions of this Act in fiscal year 1989, and such sums as may be necessary in each of the 4 succeeding fiscal years.

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GOVERNANCE
OF THE
COMMUNITY COLLEGE SYSTEM

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INTRODUCTION

During the twenty-five years of operation of the University of Kentucky Community College System, the governance structure of the System has been debated at length by governors, legislators, and educational leaders from within and without the state. Additionally, a number of studies and reports concerning the structure have been written. Despite the discussions and studies, the Community College System has remained a part of the University of Kentucky since its creation.

PATTERNS OF COMMUNITY COLLEGE GOVERNANCE IN OTHER STATES

The patterns of governance of the nation's 1,224 regionally accredited community, technical, and junior colleges vary substantially from state to state. The governing structures vary from almost complete local control to almost total state control.

Medsker and Tillery (1971), report that by 1970, forty-nine of the fifty states had some form of public two-year colleges and a majority had some type of state-level control or coordinating board. The major reason for creating state-level boards was the rapid growth of community colleges coupled with little or no program or budget planning. The need for establishing guidelines for setting up new colleges escalated in the 1960's when local communities refused to provide adequate financial support and local taxpayers, parents, and businessmen looking for skilled workers looked to the state for assistance. Stuckman and Wattenbarger (1971) also point out that higher education legislators and others recognized that some planning and control from the state-level were essential.

Wattenbarger and Sakaguchi (1971, 1974), have classified the various state level governing and coordinating boards into four broad categories:

1. Boards totally responsible for community colleges.
2. State boards responsible for all public institutions of higher education, including community colleges.
3. Boards of a state university system which are also responsible for community colleges.
4. State boards of education responsible for all public education, including community colleges.

The following conclusions regarding the various patterns of state and institutional level governing boards are based on the data set forth in Table 16 on Page 246. The Council on Higher Education is the coordinating board for all higher education in Kentucky, yet the University of Kentucky Board of Trustees has been given the legal mandate to administer the community colleges. As noted on Table 16 on Page 246, the University of Kentucky Community College System is categorized as a Type III structure.

State level boards responsible for community colleges only (Type I), occur in 22 states. Fifteen of the twenty-two states also provide local governing boards.

State level boards responsible for all public institutions of higher education, including community colleges (Type II) occur in 17 states. Seven of these states also provide local governing boards.

Five states have a state university system which also includes community colleges (Type III). Of this group, only New York has local governing boards. This pattern, like Kentucky, evolved from state universities which had already established extension centers designed to offer the first two years of a baccalaureate degree.

State boards of education responsible for all public education (Type IV), occur in six states. All states in this group also have local governing boards.

The powers and authority of local governing boards vary substantially from state to state. Most of these institutions receive local tax support in addition to state appropriations. The level of local support in most of these states has dropped off and has been replaced by increased state and federal support. The trend in these states has, therefore, been a significant increase in state-level control.

This review of the literature indicates the broad variety of community college governance structures among the states and the lack of consensus concerning the most effective models.

Writers such as Millett (1977), Corson (1976), Grant (1977), Halstead (1974), and Dressel (1981), along with the Carnegie Commission, the American Council on Education and other educational associations agree that there must be a balance between local and state control. Some of the major reasons include (1) maintaining the diversity of higher education, (2) serving as a bulwark for maintaining academic freedom, (3) institutional leaders and local boards are the best qualified to make administrative and operational decisions, (4) reduces reliance and interference from partisan politics, (5) reduces governmental bureaucracy, and (6) studies conducted by the above persons and organizations indicate that the best colleges and universities are those which are given the greatest degree of autonomy. As noted earlier, these were precisely some of the reasons advanced for placing the Community College System under the auspices of the University of Kentucky twenty-five years ago.

This does not however preclude the need for the coordination of higher education at the state level. The Carnegie Commission on Higher Education (April, 1971) stated the need for a reasonable degree of coordination at the state level. Some of the major reasons and purposes served by such coordination include:

1. Avoidance of wasteful duplication in programs and harmful competition.
2. Working toward greater efficiency in the use of scarce resources.
3. Aiding in the orderly planning of all postsecondary facilities within the state including consideration of location for new campuses.
4. Assisting in developing a state policy on admission of students to higher education.
5. Collecting data needed for policy determination.
6. Encouraging sufficient diversity within the system to satisfy the various educational needs of the state.
7. Serving as a communications agency among the postsecondary education community, the state government, and the public.
8. Fostering excellence in the development of the variety of programs involved in expanding the postsecondary network.

Since 1973, however, the Commission has continued to express alarm regarding the shift in the governance of higher education from the institutional level to centralized state level systems. In 1973 the Commission asserted that:

> Our greatest single concern at the present time, however, is that in some states "superboards" and legislators and governors are now exercising too much detailed policy and administrative control over institutions of higher education and unduly infringing upon their essential independence, are neglecting higher education too much financially and controlling too much administratively. They should, instead, support and advise. (Carnegie Commission on Higher Education, 1973 (a), p. 59.)

In 1975, the Carnegie Foundation for the Advancement of Teaching (1975, p. 11-12) expressed further concern for too much centralization and central control when it stated:

> We note. . .the overall tendency toward centralization of authority over higher education. . .We regret this because:
>
> 1. It reduces the influence of students and faculty members and of campus administrators and of members of campus governing boards--all persons who know the most about institutions of higher education and are the most directly involved in their operations. It also reduces their sense of responsibility. The governance of academic institutions should include an influential role for academics and for those in close relations with them.
>
> 2. This centralization seems to have had no measurable direct impact on policies or on practices. No provable cause can thus far be made that higher education is in any way better because of centralization, except where it has taken place in the one area of careful advance academic planning for higher education as a whole.
>
> It is, of course, not possible to know, however, what would have happened in the absence of the centralization that did occur.
>
> 3. The governance processes are worse. They are more costly, more cumbersome, more time-consuming, more frustrating and place more power in the hands of those who are the farthest removed and who know the least.

GOVERNANCE STRUCTURE OF THE UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM

Board of Trustees

As provided in the original Community College Act, the University of Kentucky Board of Trustees has the ultimate responsibility and authority for the University of Kentucky Community College System.

1. The board has the same powers with respect to the community colleges that it has as to the University of Kentucky in general. The board shall designate each community college with a name that includes the words "Community College."
2. The board shall encourage and may accept donations of land or funds or both to be used in the acquisition, construction or operation of community colleges. The board may commemorate donations from private persons or corporations with suitable memorials.
3. The board may accept federal grants to be used in the acquisition, construction, or operation of community colleges (KRS 164.595). (A copy of KRS 164.595 is on Page 16 in the notebook.)

The composition, powers, and duties of the Board of Trustees of the University of Kentucky are defined by KRS 164.130 through KRS 164.280. A copy of these Statutes is included at the end of this section on Pages 234-241. As the board has the same powers with respect to the community colleges that it has as to the University of Kentucky in general, a summary is provided in the following paragraphs.

The membership of the Board consists of sixteen competent citizens of Kentucky appointed by the Governor, two members of the faculty from the University System, one member of the teaching faculty of the Community College System, and one member of the student body of the University of Kentucky. Three of the appointed members are representative of agricultural interests, three are alumni of the University, and ten are distinguished citizens of the state representative of the learned professions. The faculty members representing the University System are elected by secret ballot by members of the faculty in the University System. The faculty member representing the Community College System is elected by secret ballot by members of the community college faculties. The student member is the president of the student body of the University, provided he/she is a full-time student who maintains permanent residency in the Commonwealth of Kentucky. Otherwise, a special election is held to select a full-time student who does maintain permanent residency in the state as the student member (KRS 164.130).

The Board of Trustees is a body corporate with the usual corporate powers, and possesses all the immunities, rights, privileges, and franchises usually attaching to the governing bodies of educational institutions. The Board may receive, hold, and administer, on behalf of the University, subject to the conditions attached, all revenues accruing from endowments, appropriations, allotments, grants or bequests, and all types of property (KRS 164.160).

The Board must hold at least four regular meetings per year on dates designated by law. Special meetings may be called by the chairman or by any three members upon giving ten days' written notice to each member. The Board meetings are required to be open to the public (KRS 164.170).

The powers and responsibilities of the Board include the following:

1. It may establish regulations for the governance of the University and the physical training, military or otherwise, of the students (KRS 164.200).
2. It may determine the colleges, schools, divisions, departments, bureaus, and offices which shall comprise the University within the scope of the Acts of Congress approved July 2, 1862 (KRS 164.210).
3. It may appoint a president, professors, assistants, tutors and other personnel and determine the compensation, duties, and official relations of each (KRS 164.220).

4. It has full power to suspend or remove any of the officers, teachers, professors, or agents that it is authorized to appoint, except that no president, professor, or teacher may be removed except for incompetency, neglect of or refusal to perform duties, or for immoral conduct (KRS 164.230).

5. It may grant degrees to graduates of the University (KRS 164.240).

6. It is required to make a full report to the General Assembly, within the first month of each regular session, of the condition and operation of the University since the date of the previous report (KRS 164.250).

7. It may acquire additional lands or other property or materials for the purpose of expanding its plant and extending its usefulness (KRS 164.260).

8. It may dispose of real estate held by the Commonwealth for the use or benefit of the University or the Kentucky Agricultural Experiment Station (KRS 164.270).

As stated in the section entitled "Mission," there were three primary reasons responsible for the Community College System being placed under the control of the University of Kentucky Board of Trustees. The first reason given was the desire to protect the System from undue political interference. The second major reason was recognition of the fact that the University of Kentucky was already operating five extension centers which were to become community colleges. The third reason advanced was recognition of the fact that as the state's land grant university, the University of Kentucky Board of Trustees had already been given the responsibility for planning, implementing, and operating state-wide programs.

In order to properly distinguish the different roles of the University from the community colleges, the Board of Trustees, in July of 1964, approved setting up two systems--the University System composed of the Lexington campus and the state-wide functions of research and service and the Community College System.

The governance structure is clearly described in the Governing Regulations of the University of Kentucky as defined by Kentucky Statutes.

The Administrative Regulations provide interpretation and implementation of the Governing Regulations. From the University of Kentucky Board of Trustees to the Division Chairman level at each of the community colleges, there are six tiers of administrative line authority. The five under the Board of Trustees are described briefly in the following paragraphs; a more detailed description for some of the positions is included in the appendix of this section, Page 251.

The President of the University

The President of the University is appointed by the Board of Trustees with the advice of a joint committee. The Board of Trustees has delegated certain responsibilities to the President with respect to the operation of the University System and the Community College System in order to provide for the responsible and efficient administration of the Systems. As the chief administrative officer of the University, including the Community College System, the President has full authority and responsibility over the administration of the academic, business, and fiscal operations of the University. See Page 242 for the Organization Chart for Central Administration Including Its Relationship to the Board of Trustees and the Chancellors.

The Chancellor for the Community College System

The Chancellor for the Community College System is one of three chancellor sectors--the other two being Chancellor for the Lexington Campus, and the Chancellor for the Medical Center. The chancellors are appointed by the Board of Trustees, acting upon recommendation of the President. The chancellors are responsible to the President and have delegated authority from the President. As the principal academic and administrative officer of the

Community College System, the Chancellor for the Community College System is responsible for the administration of the academic and fiscal operation of the System.

There are two vice chancellors in the administrative organization of the Community College System who report directly to the Chancellor. The Vice Chancellor for Academic Affairs is responsible for the supervision, general direction, and coordination of academic affairs and is the deputy administrator in charge in the absence of the Chancellor. The Vice Chancellor for Business Affairs for the System is responsible for the supervision, general direction, and coordination of business, finance, and budget matters of the System. All other staff members report to the vice chancellors. See Page 243 for a copy of the administrative organization chart for the Community College System.

The Presidents of the Community Colleges

From the Chancellor of the Community College System, the line of authority passes to the presidents of the community colleges who are designated as the chief academic and administrative officers of the colleges.

The community college president, along with the faculty, is responsible for the development and implementation of the instructional program of the college. The president is also responsible for the business and financial operation of the college and the maintenance and operation of the physical plant. Additionally, it is the responsibility of the president to relate the college program to the community. See Page 244 for a sample organizational chart for a community college.

The Community College Deans

The organizational pattern at the college level, in addition to the president, includes a dean for academic affairs, a dean for business affairs, and a dean for student affairs. Generally, the deans assist the president in (1) the administration of the academic program, (2) the administration of business, finance, and budget matters, and (3) the supervision and coordination of activities in the area of student services.

The Division Chairman in the Community College System

The division chairman serves as chairman of the division faculty--i.e., Humanities, Physical Sciences/Engineering Technologies, etc. As an intermediary between the administration and division faculty, the chairman is responsible to the president or the president's designee--the dean for academic affairs. The division chairman plays a very major administrative role in the System.

The chairman has administrative responsibility for implementing the division's academic program. In the execution of the major administrative functions, the chairman seeks the advice of division members. The division chairman is appointed for a three-year term, and normally can serve for no more than two consecutive terms.

Faculty Organization in the Community College System

Senate of the Community College System. As a total body of the System, the faculty are represented by the Senate of the Community College System. The Senate, composed of elected, appointed, and ex officio members, is recognized as one of the primary educational policy-forming agencies of the University--the other two being the Board of Trustees and the University Senate (Governing Regulations III-1). The elected membership of the Senate of the Community College System consist of three representatives from the full-time faculty of each community college and an additional representative(s) for each 25 or major fraction thereof (13 or more) full-time faculty members above the first 25. One of the elected representatives is designated by the faculty as a member of the Community College Council. The term for each elected senator is two years. The appointed membership consist of three community college presidents and three other administrators appointed by the chancellor.

The Chancellor for the Community College System, the Vice Chancellor for Academic Affairs for the System, the president of the student body of each community college, and the Chairmen of the Advisory Committees to the Senate are ex officio members of the Senate. The community college faculty member elected to the Board of Trustees and any appointed member of the Community College Council are also ex officio members.

The Governing Regulations specify that the functions of the Senate include (1) approving academic policies and curricula, (2) approving policies and regulations governing admission, classification, probation, and dismissal of students, (3) recommending to the Chancellor criteria for appointments, reappointments, promotions and tenure in the System, and (4) recommending to the President all candidates for degrees.

Consistent with the Governing Regulations, the Senate has developed regulations for the conduct of its functions. These regulations are known as the Rules of the Senate of the Community College System.

The Senate performs its functions directly, through an executive committee (Community College Council), and through standing, special, and advisory committees. The elected membership of the Council consist of one representative from each community college selected from among the elected members of the Senate, two students, and one president of a community college. A maximum of three faculty members may be appointed by the Chancellor to the Council in the event there is an imbalance in the elected members in terms of professional areas of specialization. The Chancellor and Vice Chancellor for Academic Affairs are ex officio members of the Council.

Community College System students, faculty, advisory board members, and Community College System staff members may attend Senate and/or Council meetings and request the privilege of the floor.

In addition to being represented as a total body of the System, the faculty of each college are represented through three local college organizational bodies--faculty of the college, faculty assembly, and faculty of a division.

The faculty of a college consist of all professional, instructional, library, and administrative personnel. The faculty of each college establishes its own rules and organizational structure necessary for the performance of the faculty's functions. The faculty of a college determines the educational policies of the college within the limits established by the regulations of the University and the Rules of the Senate of the Community College System.

The faculty of a community college may organize a Faculty Assembly for the purpose of making recommendations regarding the professional welfare of the members.

The faculty of a division, along with the division chairman, deal with divisional matters--budget requests, academic programs, etc.

Local Advisory Boards

In order to ensure that local citizens were involved in developing programs which met the needs of the areas served by the community colleges, the initial act and subsequent amendments provided that local advisory boards be appointed for each community college. The statute under which these advisory boards were established, KRS 164.600, is listed below.

1. There shall be a local advisory board for each community college. Each local advisory board shall serve in an advisory capacity to the Board of Trustees and the head of the community college on the operation of the community college.

2. Each local advisory board shall consists of nine members, seven of whom shall be appointed by the Governor. The other two local advisory board members shall be one non-voting member of the teaching faculty and one non-voting member of the student body. An appointed member's term is four years; however, when appointing the initial members of a local advisory board, the Governor may appoint some members for terms of less than four years.

3. The faculty member shall be on the teaching faculty of the community college and shall be elected by secret ballot by all full-time faculty members of the community college. Faculty members shall serve for terms of three years and until their successors are elected and qualified. Faculty members shall be eligible for re-election, but they shall be ineligible to continue to serve as members of the local advisory boards if they cease to be members of the teaching staff of their respective community colleges. Elections to fill vacancies for any unexpired terms shall be held in the same manner as provided for the original elections.

4. The student member shall be the president of the student body of the community college. If the president of the student body is not a full-time student who maintains permanent residency in the Commonwealth of Kentucky, a special election shall be held to select a full-time student who does maintain permanent residency in this Commonwealth as the student member.

5. Local advisory board members shall receive no compensation for their services, but shall be paid for their actual and necessary expenses.

The local boards are designed to provide advice, usually related to the two-year professional-technical programs and local community educational needs, to the community college presidents, the Chancellor for the Community College System, the President, and the Board of Trustees. Advisory board members may be involved in many other functions at the colleges--i.e., (1) assisting with needs assessment in the college's community, (2) assisting with building relationships with local agencies and organizations, and

(3) serving as interpreters of the community college program to the general public.

Relationship with the University of Kentucky System

As stated in the University of Kentucky Administrative Regulations (AR II-5.0-1, p. 1), "The present policy is a reflection of the philosophy that the Community College System is, in development, function, and enrollment, a valid component and not an addendum to the University's total effort to serve the higher educational needs of the citizens of Kentucky. Cooperation rather than authority is deemed necessary to provide the flexibility and responsiveness essential for a viable and evolving comprehensive Community College System under the University umbrella. The relationships between the two Systems shall be that of mutual liaison and interchange with common supportive services available to both. The community colleges, as they strive to fulfill their statutory functions, are to be administratively free to meet changing challenges with an internally determined and responsive flexibility."

The adoption of this policy and the commitment on the part of the University to fund and support the Community College System within its resources has been very important. With the budgetary problems, declining income and resources, and political confrontations, presidents and boards in many states might have recommended separation. Due, however, to the Board of Trustee's and President's strong commitment, understanding of the importance to the System's welfare in remaining a part of the University, evidence of local desire to remain associated with the University, and recognition of the potential to better serve the educational needs of the state, high priority was placed on maintaining a viable comprehensive Community College System.

As a part of the University of Kentucky, the Community College System is able to operate cost-effective and quality academic programs. The University System provides to the Community College System many centralized services, which, in effect, are purchased from the University System. These include (1) business services such as purchasing, accounting, payroll, faculty and staff benefits, (2) design and construction services, (3) computer services for handling student records and administrative needs, and (4) financial aid services. Additional services available from the University are library, legal, publications and printing, and planning, research, and institutional studies. Assistance in procuring and administering extramural funding is provided by the University.

Other assistance and expertise available to the Community College System as a result of the System being a component of the University of Kentucky include (1) expertise and leadership of the Board of Trustees and the President and the Central Administration, (2) provisions for liaison with colleges and departments of the University System for advisory assistance and services relating to the instructional program, and (3) assistance with faculty development and the opportunities for faculty and staff to pursue advanced course work at the University. The two most mentioned disadvantages include the inadequate resources and tendency toward too much bureaucracy.

Governance Summary

In summary, the Community College System is headed by a Chancellor who is directly responsible to the President of the University of Kentucky. The President is directly responsible to the Board of Trustees.

Each of the fourteen colleges has a president responsible for general administration of each college. Local advisory boards, appointed by the Governor, counsel with the respective community college administrators.

The organizational structure, which preserves the organic relationship to the University and which allows autonomy and freedom to relate community college programs to the local communities, is distinctive and significant. It affords the necessary local autonomy and freedom at each of the colleges while maintaining an inter-relatedness which coordinates and insures maximum utilization of available resources.

RELATIONSHIP WITH HIGHER EDUCATION
AND
COUNCIL ON HIGHER EDUCATION

The Relationship of Community Colleges with Higher Education

The community colleges have roles aligned with the task of higher education in the Commonwealth. They are complementary components of the total higher education structure in the Commonwealth. The roles of the community colleges in higher education in Kentucky are significant in that the community colleges (1) offer all citizens open access to higher education, (2) provide linkage between the associate degree programs and the baccalaureate level programs by providing course work which counts toward the bachelor's degrees offered by the University of Kentucky, the University of Louisville, the regional state universities and other senior institutions, (3) provide collegiate-level technical courses and training needed in the work force, (4) provide lifelong learning opportunities through continuing education offerings, (5) have articulation and transfer agreements with public universities in the state offering baccalaureate programs in Medical Technology, Physical Therapy, Nursing, and other fields, (6) on a limited basis have joined with regional universities to provide 2 + 2 programs with the junior and senior years of selected baccalaureate programs being taught on the community college campus or in the community college community, (7) have arrangements with regional universities for the offering of graduate, senior, and junior level classes on the community college campus, and (8) encourage community college faculty interaction with faculty from the four-year institutions for the purposes of curriculum development, advising workshops, longitudinal data collection procedures for tracking transfer student progress, etc.

With the community colleges serving in the various roles mentioned above and fulfilling their mission, the senior institutions can concentrate on their particular mission and goals. An example is the open admission/selective admissions issue. A primary reason selective admissions at public senior institutions works well is that community colleges provide open admission. Thus students may access a selective-admission senior institution by successfully beginning their college careers at a local community college.

The Relationship of Community Colleges with the Council on Higher Education

The Council on Higher Education, composed of the superintendent of public instruction and seventeen lay members appointed by the governor, is the only agency in the state charged by statute to consider and promote higher education statewide. Generally, the Council on Higher Education has developed criteria for the establishment and location of new colleges, establishes the budget format for community colleges, recommends on the community college budgets, develops and reviews community college planning documents, etc. The statutes pertaining to the Council on Higher Education are KRS 164.010 through KRS 164.090. A copy of these statutes is included at the end of this section on Pages 224-233. Some of the specific powers and duties, as defined in KRS 164.020, of the Council on Higher Education are listed below.

1. Engage in analyses and research to determine the overall needs of higher education in the Commonwealth.
2. Develop and transmit to the governor comprehensive plans for public higher education which meet the needs of the Commonwealth. The plans so developed shall conform to the respective functions and duties of the state universities, the community colleges, and the University of Kentucky as provided by statute.

3. Determine tuition and approve the minimum qualifications for admission to the public institutions of higher education.

4. Consider the requirements and review the budget requests, which shall be prepared in the manner and submitted by the institutions to the council by dates prescribed by the council, of the institutions of public higher education as to their appropriate level of support considering the functions of the institutions and their respective needs. The council, in cooperation with the university presidents, shall devise, establish, and periodically review and revise formulas for use in making recommendations to provide to the governor and the legislature for use in making appropriations for the institutions of higher learning. The formulas shall provide for adequate and equitable allocation of funds among the several universities considering their respective needs and statutory, institutional, and geographic missions. . .The individual institutions' budget requests, including tuition and registration fee schedules for all categories of students, along with council recommendations shall be submitted to the governor through the finance and administration cabinet not later than November 15 of each odd numbered year. The council shall submit a separate budgetary recommendation for the University of Kentucky Community College System.

5. Review and approve all capital construction projects the cost of which exceeds two hundred thousand dollars ($200,000) approved by the governing boards of the state-supported institutions of higher education prior to the institutions' submission of such projects to the finance and administration cabinet and/or state property and buildings commission.

6. Require reports from the executive officer of each institution it deems necessary for the effectual performance of its duties.

7. Publish annually a report of the educational and financial affairs of the institutions and disseminate other information relating to higher education.

8. Define and approve the offering of all higher education associate, baccalaureate, graduate, and professional degree or certificate programs in the state-supported higher education institutions; review proposals and make recommendations to the governor regarding the establishment of new state-supported community colleges and new four-year colleges.

KRS 164.030 mandates that "The governing board of each of the state institutions of higher learning shall make such changes or adjustments in the curricula and such rules and regulations affecting their schools as are necessary to carry out and put into effect the rulings of the Council on Higher Education in regard to curricular offerings, entrance fees and qualifications for admission to and reports from their respective institutions." Thus, changes in the curricula, rules, regulations affecting the community colleges would be made by the Board of Trustees of the University of Kentucky.

Council Studies Relating to the Governance Structure

The Blee Report. The first comprehensive community college study undertaken by the Council on Higher Education was conducted in 1969 by the Associated Consultants in Education. This study, which came to be known as the *Blee Report*, was designed to address community college education in Kentucky, identify the primary issues relating to community college education and develop guidelines for the future development of community college programs and services.

The *Blee Report* elaborated on four issues and then suggested four recommendations. The issues were: Should there be a single statewide system of community colleges? How comprehensive should community college programs and services be? How should community college education in Kentucky be governed? To what extent should the operation of community college education be centralized? The Associated Consultants on Education responded to these issues by recommending the development of a single statewide system of community colleges which would be responsible for all postsecondary programs of less than a baccalaureate degree. These colleges would be locally controlled and governed by a Board of Regents at the state level.

Ironically, the University of Kentucky Community College System under its present governance structure is substantially what the *Blee Report* recommended. With the exception of the community college programs operated by the regional universities, there is a single statewide system of community colleges in the state. The structure at the System Office level is designed to ensure the most efficient use of funds and at the same time meet the individual and diverse program needs of each community college. This is accomplished by continually reviewing and updating the community colleges' educational plans. This planning process enables the Chancellor's Office to identify and assess the overall needs to be served by each college and make necessary priority determinations. An example is the Mobile Dental Hygiene Program. Depending on the local need and justification, this program (faculty, equipment, and materials) is designed to be moved from one community college to another.

The Council accepted the report and questioned the feasibility of implementing the recommendation in regard to merging the Bureau of Vocational Education programs within a state system of community colleges so that community colleges would be responsible for all postsecondary programs of less than a baccalaureate degree. The Council recognized that, "Long established programs, traditions and the legal status of vocational education would be complicating factors" (CHE, January, 1970) in any type of merger of the two systems. The Council recommended that the two agencies adopt policies which would assure the elimination of any needless program duplications. Other Council recommendations relating to the Community College System included:

> -that the University of Kentucky Board of Trustees review the present status and organizational structure of the Community College System and take any action it deems necessary to enhance the organization and administrative structure of the System,
>
> -that any actions of the council providing for strengthening the community college programs be based on an understanding that the desired curricula comprehensiveness essential to a community college program will require more adequate state funding.

In summary, the Blee Report (1969, p. 239), pointed out, "The plan under which community college education has been initiated through the universities in Kentucky has served a very useful purpose. It is doubtful that community colleges would have developed to their present status in the Commonwealth under any other arrangement. . ."

The Morford Report. The second major in-depth study of the University of Kentucky Community College System was conducted by the Council on Higher Education in 1977. The study, entitled A Study of Community College Education in Kentucky, and often referred to as the Morford Report, was considered to be comprehensive. The primary purposes of the study were to (1) determine if Kentucky had developed a comprehensive community college program, (2) determine the status of community college education in Kentucky, (3) determine for future direction the role and mission of community college education, (4) identify and separate the educational and political issues surrounding community college education, and (5) consider alternatives to the current governance structures of the Community College System and two-year programs in the four-year institutions.

As was the case in the earlier Blee Report, the Community College System carefully reviewed and analyzed the Morford Report and addressed each of the findings, recommendations and concerns discussed in the study. A large number of the findings and concerns relate to the fact that the Community College System has not received adequate state funding.

In regard to the governance issue, the Council on Higher Education stressed that the University of Kentucky Community College System remain a part of the University of Kentucky. The rationale for the Council's position was supported by several findings and conclusions.

Some of the more important findings and conclusions emphasized by the Council on Higher Education were:

> --the University of Kentucky has developed an administrative structure whereby the Community College System is represented among the major components of the University;

> --The University tends to allocate to the Community College System the same percentage of funds it received from the state appropriations that was in its budget request;
>
> --The Community College System is operated in an efficient manner;
>
> --a majority of the full and part-time faculty of the University of Kentucky Community College System support the community colleges in remaining a part of the University of Kentucky System.
>
> --if the community colleges were not part of a system many of the services now provided by the University of Kentucky and the System's Office would have to be duplicated at each of the institutions and at an increased cost to taxpayers.
>
> --without a system it is doubtful that many of the smaller community colleges could continue to provide the same quality of services they now provide. (CHE, 1977, pp. 29, 30).

Price Waterhouse and MGT of America, Inc. Reports. In July, 1981, the Council on Higher Education contracted with Price Waterhouse and MGT of America, Inc., to conduct a management review of the state's public higher education system. Two reports, Phase I, issued in November, 1981, and Phase II, issued in June, 1982, were the culmination of an intensive review of the mission, organization and administration of the Community College System and other public institutions of higher education.

The findings, exemplary practices and conclusions of their study relating to the University of Kentucky Community College System were both positive and significant. The report stated that "Much of the progress in improving the educational level of the people of Kentucky can be related to increased accessibility of educational institutions resulting from the creation of the University of Kentucky Community College System. . .(Price Waterhouse p. III-3).

An example of exemplary practice cited was:

> --The University of Kentucky Community Colleges, within the constraints of limited funding, appear to be the most tightly administered higher education institutions in the state. They have lower costs per credit hour than any of their selected benchmark community colleges.

Price Waterhouse and MGT of America, Inc., recommended that the state conduct further study of the opportunities for increasing the role of community colleges in Kentucky higher education and that a larger portion of overall higher education funding should be allocated to the community colleges. As community colleges are less expensive to operate, are readily accessible to a majority of the state's population, they would be one of the most cost effective ways of improving the state's college attendance rate.

Strategic Plan for Higher Education

In 1984, the Council on Higher Education Staff collected data about funding, expenditures, enrollments, degree production, qualitative performance measures, and system coordination. The data were then compared to other states and regions. The Council members then developed a Strategic Plan for Higher Education draft. In 1985, the Council presented goals, strategies, and options for consideration to the public and the universities' presidents. After receiving suggestions from representatives of the institutions and the testimony of over 300 of some 3000 people who attended public hearings held throughout the state, the Council adopted recommendations which became the basis for the Strategic Plan for Higher Education in Kentucky 1985.

The Council on Higher Education's Strategic Plan for Higher Education in Kentucky 1985 includes a series of action plans that center on (1) investments in human resources, (2) program for excellence, (3) economic development, and (4) advocacy and accountability. Under the "investments in human resources" category, the Strategic Plan states that "the Council will:

> --Recommend to the Governor's Commission on Vocational/Technical Education the consolidation of the postsecondary vocational schools as technical institutes within the University of Kentucky Community College System (8)."

The Strategic Plan for Higher Education in Kentucky 1985 pointed out that many of the goals of community colleges coincide with those of postsecondary vocational education and community college programs and postsecondary vocational programs often need similar types of equipment and instructors. Additionally, it was pointed out that cooperation already exists between the two at some locations. Thus, the Council suggested a formal statewide arrangement between community colleges and postsecondary vocational education in order to more effectively utilize the state's resources.

Other Studies and Reports

A number of other studies, although not as comprehensive as those already listed, have also discussed various facets of the University of Kentucky Community College System. Some of the more important reports include (1) the State Commission for Postsecondary Education's Report of Recommendations, (May, 1977) and Summary of Recommendations, (May, 1977); (2) the Governor's Task Force on Education's, Subcommittee Reports and Recommendations, (October, 1977); (3) The Prichard Committee Report prepared by the Council on Higher Education, (October, 1981); and (4) the Vocational Education Task Force Report, (June, 1983), prepared by the Kentucky Department of Education.

RELATIONSHIP WITH VOCATIONAL EDUCATION

Introduction

The debate relating to the governance structure of community colleges often raises a secondary issue concerning the relationship of the University of Kentucky Community College System and the Office of Vocational Education. This concern is based on the feeling, by some, that the occupational-technical programs offered by the two agencies appear to overlap and are duplicative efforts.

State Board for Vocational-Technical, Adult Education and Vocational Rehabilitation Services

The General Assembly--by a Joint Resolution in Special Session--created the Commission on Vocational/Technical Education in July, 1985. The resolution directed the Governor to appoint noted business, labor and education leaders as members of the Commission. The General Assembly instructed the Commission to examine the state's vocational/technical and adult education programs and to devise a plan of action for their improvement.

The final report of the Commission, which was submitted to the Governor and the 1986 Regular Session of the General Assembly, included 38 recommendations. One of the recommendations was that a State Board for Adult and Vocational/Technical Education be created for the state's program of post-secondary vocational/technical and adult education. The Commission felt that the establishment of such an agency would bring greater accountability and status to the post-secondary vocational programs. Another reason for making the recommendation was to provide the program with its own advocate. The Commission further recommended that the governance of the secondary vocational education programs remain with the exiting State Board of Education.

The Commission recommended that associate degree level programs should continue to be coordinated by the Council on Higher Education. In an effort to assure close coordination between the Council on Higher Education and the new State Board for Adult and Vocational/Technical Education regarding occupational programs offered at the associate degree level, the Commission recommended that the responsibility authorized in KRS 156.070 for coordination of occupational programs at the associate degree level be transferred from the State Board of Education to the proposed State Board for Adult and Vocational/Technical Education.

In response to the Commission's recommendations, the 1988 General Assembly enacted KRS 156.032, which established within the Department of Education a State Board for Vocational-Technical, Adult Education and Vocational Rehabilitation Services (hereinafter referred to as the State Board.) The Board is authorized to carry out the postsecondary vocational education program in the state. A copy of the Kentucky Revised Statutes pertaining to vocational education, KRS 156.032 to KRS 156.070, is included on Pages 214-218, with only a summary being provided in the following paragraphs.

The State Board is appointed by the Governor. The Superintendent of Public Instruction, a constitutional officer elected by the people, serves as executive officer of the State Board and is responsible for implementing policies promulgated by the State Board. See Page 245 for the current organizational chart for the State Department of Education.

The role of the State Board is described in KRS 156.032: "The primary function of the board shall be to develop and adopt policies and administrative regulations by which the department of education shall be governed in planning, coordinating, administering, supervising, operating and evaluating the vocational-technical, adult and community education and vocational rehabilitation programs, services and activities within the department of education."

The general powers and duties of State Boards are defined in KRS 156.070. The powers and duties for the State Board for Vocational-Technical, Adult Education and Vocational Rehabilitation Services as specified in the statutes include the following:

1. The management and control of the state-operated vocational schools and vocational rehabilitation centers and all programs and services operated in these schools and centers. In addition, it shall be responsible for adult and community education programs and services.
2. . . . on the recommendation and with the advice of the superintendent of public instruction, prescribe, print, publish and distribute at public expense such administrative regulations, courses of study, curriculums, bulletins, programs, outlines, reports and placards as each deems necessary for the efficient management, control and operation of the schools and programs under its jurisdiction.
3. Upon the recommendation of the superintendent of public instruction or his designee, the state boards shall, within their respective jurisdictional areas, establish policy or act on all matters relating to programs, services, publications, capital construction and facility renovation, equipment, litigation, contracts, budgets and all other matters which are the administrative responsibility of the department of education.
4. . . . with approval of the Council on Higher Education, may contract with institutions of public higher education for the operation of specific programs and projects.
5. . . . shall be responsible for establishing priorities for, and approval of construction of facilities designed for vocational-occupational type programs.
6. . . . in conjunction with the Council on Higher Education, shall, by program title, prepare a complete listing of programs of a vocational-technical-occupational type offered in public institutions of higher education and the community colleges, state vocational-technical schools and centers, and junior and senior high schools.

7. . . . shall have the authority and responsibility to review and to make recommendations to the Council on Higher Education concerning both new programs and existing programs at the associate degree level offered at the institutions of public higher education, including the community colleges, if these programs are of a vocational-technical-occupational type.

KRS 156.070 (6) states that "Vocational and nonvocational programs offered at the state universities shall be operated and administered by those universities consistent with the regulations developed by the board of trustees or regents and approved by the Council on Higher Education for the issuance of associate, baccalaureate or graduate degrees. The State Board for Vocational-Technical, Adult Education and Vocational Rehabilitation services and the State Department of Education shall not operate or administer any programs for such degrees. No institution of public higher education, including the community colleges, shall offer any new program of a vocational-technical-occupational nature below the associate degree level without the consent of the State Board."

Governor's Council on Vocational Education

The Governor's Council on Vocational Education serves in an advisory capacity to the State Board for Vocational-Technical, Adult Education and Vocational Rehabilitation Services. KRS 163.086 specifies the membership and responsibilities of the Governor's Council on Vocational Education. The thirteen members are appointed by the Governor for three-year terms. Meetings of the Council are held at least quarterly. At least one public meeting must be held each year in order to give the public an opportunity to express views concerning the vocational education program of the state. The statutory duties include the following:

1. Meeting with the State Board or its representatives during the planning year to advise on the development of the state plan.

2. Advising the State Board and making reports to the Governor, the business community and the general public of the state concerning the policies the state should pursue to strengthen vocational education. . .

3. Analyzing and reporting on the distribution of spending for vocational education in the state and on the availability for vocational education activities and services within the state.

4. Furnishing consultation to the State Board on the establishment of evaluation criteria for vocational education programs within the state.

5. Submitting recommendations to the State Board on the conduct of vocational education programs conducted in the state.

6. Assessing the distribution of financial assistance furnished under the Carl D. Perkins Vocational Education Act, particularly with the analysis of the distribution of financial assistance between secondary and postsecondary vocational education programs.

7. Recommending procedures to the State Board to ensure and enhance the participation of the public in the provision of vocational education at the local level. . .

8. Reporting to the State Board on the extent to which special populations are provided with equal access to quality vocational education programs.

9. Evaluating at least once every two years the vocational education program delivery systems and making recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act; and

10. Advising the Governor, the State Board, state job training coordinating council, the Secretary of the Cabinet for Human Resources, and the Secretary of Labor of these findings and recommendations.

The Department of Education

KRS 156.010 defines the composition and functions of the Department of Education. The Superintendent of Public Instruction is the chief executive officer for the Department of Education. As previously stated, the Superintendent of Public Instruction also serves as executive officer of the two state Boards--the State Board for Elementary and Secondary Education and the State Board for Vocational-Technical, Adult Education and Vocational Rehabilitation Services.

The Superintendent of Public Instruction appoints a Deputy Superintendent for Vocational-Technical, Adult Education and Vocational Rehabilitation Services. The Deputy Superintendent supervises an Office of Vocational Education, an Office of Vocational Rehabilitation, and an Office of Adult and Community Education. See Page 245 for an organizational chart for the State Department of Education.

The Department of Education is the sole state agency for developing and approving state plans required by state or federal laws as prerequisites to receiving federal funds for . . . vocational education, vocational rehabilitation, and adult education (KRS 156.010).

Vocational education is offered through either direct-operated or reimbursed programs. The direct-operated program consists of the state vocational-technical schools, the area vocational education centers, the health occupations education facilities, and programs in state correctional facilities. These direct-operated programs and schools are under the administrative control of the State Department of Education through the Office of Vocational Education and the delivery system is organized through fourteen vocational regions.

The reimbursed programs are administered by institutions of higher education through the Council on Higher Education and by local educational facilities through local boards of education. KRS 156.070 states that "The State Board for Vocational-Technical, Adult Education and Vocational Rehabilitation Services, with approval of the Council on Higher Education, may contract with institutions of public higher education for the operation of specific programs and projects."

Similarities and Differences

The common goals of the Community College System and the Office of Vocational Education include provision of (1) low cost educational opportunities, (2) in technical fields, (3) designed to provide the skills necessary for employment and successful job performance. Common offerings include secretarial, accounting, commercial art, data processing, and health-related programs.

These similarities in program intent and program areas are real. There are, however, several significant differences between the two systems which serve to mandate the existence of both if we are to develop a comprehensive progression of educational opportunity in the state.

The first difference is in the level of the technical courses and general studies (written and oral communication, mathematics, physical science, behavioral science, etc.) available at the community colleges. Many of the technical courses require a high level of mathematics and science. The collegiate level of the general studies and technical courses offered by the community colleges is beyond the scope of the charge of postsecondary vocational education.

The second difference is in the college transfer possibilities offered by the community colleges. Again, community college programming addresses a function completely outside the charge of postsecondary vocational education. Thus, a distinctive feature of community college offerings is the linkage between the associate degree technical program and more complex technological programs at the university level. A linkage is also provided between the associate degree transfer program and baccalaureate level professional programs.

A third difference lies in the fact that community college technical degree requirements include general studies courses (written and oral communication, mathematics, biological or physical science, social or behavioral science, and humanities or history). These courses add a dimension of liberal education to a student's program which serves to broaden the scope of the educational experience. The importance of this will only increase as the new jobs of the future will require more math, language, and reasoning skills. It has been estimated in Workforce 2000 that forty-one percent of the new jobs will be in the three highest skill groups, compared to 24 percent of the current jobs. General studies also provide a basis for lifelong learning which will continue to be a necessity in view of the rapid technological changes in the work force. The overall result is that community college students usually have different qualifications and aspirations than those in other postsecondary vocational settings. Community college programming reflects this.

A fourth difference is that, in general, postsecondary vocational programs and the community college associate degree programs in many instances prepare students for entry into a given occupation at different levels. There are exceptions to this among the graduates of both institutions.

Coordination

A need for both levels of programs exists if the citizens of the Commonwealth are to be served. In order to avoid duplication of effort, the two agencies have worked together very closely in planning and coordinating programs and services. Initially, the staffs from the two agencies developed a Memorandum of Agreement. Shortly after the Blee Report (1969), a more extensive Memorandum of Agreement was developed between the State Board of Education and the Council on Higher Education. This agreement specified the types of programs to be offered by community colleges and those to be offered by vocational schools. It also defined areas of cooperation including facilities use and program planning.

In 1975, by Executive Order and House Bill 816, Governor Carroll requested that the State Commission for Postsecondary Education (1202 Commission) review the overall needs of postsecondary education and develop comprehensive plans to meet those needs. Out of this review, two recommendations were made which again demonstrated a continued effort to ensure adequate coordination and planning of programs between the Bureau of Vocational Education and the University of Kentucky Community College System. The first action was the establishment of the Board for Occupational Education which was given the responsibility for planning and coordinating postsecondary vocational-technical education programs. The second action was a recommendation that within the Bureau of Vocational Education a planning and review unit be established to work with the University of Kentucky Community College System in reviewing, planning and the cooperative development of associate degree and certificate vocational-technical programs (State Commission for Postsecondary Education, 1977, p. 78).

With the installation of the new administration in January, 1980, the responsibilities of the Board for Occupational Education were turned over to the State Board of Education. Essentially, the same procedures are in effect to ensure joint planning, coordination and review of postsecondary vocational-technical programs between the Council on Higher Education and the State Board for Vocational-Technical, Adult Education and Vocational Rehabilitation Services. A Community College System Staff member is on the State Planning Committee for Vocational Education.

From these agreements and statewide and regional planning and programming meetings between the faculty and staffs of the two agencies have come joint program development, joint use of facilities, joint funding of programs, joint appointments of faculty and informal arrangements on teaching students in special areas. Using a competency-based approach, articulation agreements have been developed and implemented for the following programs: Biomedical Equipment Technician, Data Processing, Dental Hygiene, Engineering Technology, Mining Technology, Nursing, Office Administration, Radiologic Technology, Respiratory Therapy, and Medical Laboratory Technology.

As students move from one system of education to another, the question of what credits earned in one system will transfer to another becomes quite important. Just as important, is that the state's resources not be consumed by requiring students to repeat course work unnecessarily. Joint efforts by both systems can reduce the inappropriate loss of credit by articulating vocational programs.

As the cost of equipping and maintaining technical laboratories continues to increase, careful joint planning by community colleges and vocational education could stretch the state funds by avoiding unnecessary duplication.

Cooperative programming among secondary/vocational education/community college components in the state could assist in (1) achieving an increased high school graduation rate, (2) improving students' preparation for postsecondary education, (3) increasing the college going rate of high school graduates, (4) improving the transition of high school graduates and postsecondary vocational graduates into community college programs without loss of credit, and (5) improving the preparation of citizens for the demanding technical labor market.

Question of Merger

From this review, the degree of planning, coordination and articulation of programs designed to avoid duplication are evident. Some legislators and educators advocate a merger of the two programs.

An example of an educational system providing vocational, technical, and transfer programs is the system in the state of North Carolina. The 58 community and technical colleges in the North Carolina Community College System offer programs ranging from one quarter to two years in length. Diplomas are awarded to graduates of one-year programs, certificates are awarded to graduates of shorter than one-year programs, and two-year programs lead to an associate degree. Thus, students have many options--transfer associate degrees, technical associate degrees, vocational diplomas, occupational certificates.

COMMUNITY COLLEGE LEADERSHIP

Community college leaders are faced with a number of challenging issues--diminishing resources, a heterogeneous and diverse student body, the need for maintaining strong academic programs for academically talented students while providing excellent remedial programs for students with academic deficiencies, numerous constituencies to please, etc. Along with the issues is the need for the leadership of a college to provide an environment conducive to teaching and learning.

The president of the community college is the primary leader and must be the strongest advocate for teaching and learning. "The president must move the college beyond day-to-day operations. He or she must call upon the community of learning to affirm tradition, respond to challenges, and create inspiring visions for the future. To do this, the president must be able to collaborate, bring together various constituencies, build consensus, and encourage others within the college community to lead as well" (Building Communities 41).

While the president of the community college is the primary leader, the total leadership function in a community college should be the collective responsibility of individuals at all levels of the organization. Excellent leaders are needed at all levels of the organizational structure if the community colleges are to respond to the communities and their continuing changing mandates in a complex and changing environment. Teaching faculty, administrative faculty, support staff, advisory boards, committee chairpersons, etc., must have leadership skills which are demonstrated across departmental lines and in the classroom.

Leadership Attributes

Miami-Dade Community College was chosen by a national panel of education experts as representative of the best among this country's community colleges. It was described as an exemplary institution that successfully meets the needs of the students. The college has a larger foreign nation representation and foreign student enrollment than any other college in the nation as well as a larger minority student enrollment than any other college in Florida. An in-depth case study of Miami-Dade Community College was conducted by Roueche. Among other things, he wanted to find out what specific leadership attributes appear to be linked to the successes of Miami-Dade. The results of the study point out that people make the difference in achieving exemplary status for an institution and that excellent teaching thrives best in an environment which supports and fosters shared values focused on the central purpose of learning.

Roueche lists three major categories which summarize the attributes observed among the leaders at the college which contribute to a positive, achievement-oriented climate and programs (116).

Clear Sense of Direction

The first leadership category listed by Roueche is a clear sense of direction, meaning that leaders think of future possibilities, recognize present momentum, have and apply educational convictions, and think globally (120). Mere competence is not sufficient for today's leaders. They must have a vision of what the college ought to be and draw upon the strengths of the college and environment to promote constant improvement. Beginning with the president and continuing throughout the organizational structure, leaders must convey a strong commitment to learning and instruction. The behaviors indicating the ability to think globally include thinking in broad categories, acting creatively, thinking in terms of relationships and being innovative (124).

Structure for Implementation

The second leadership category listed by Roueche is structure for implementation, which includes respecting the expertise of others (faculty, staff, and students), possessing a bias for action, using appropriate power and authority for an educational setting, and implementation by increments (126). There is a wealth of information available to educational leaders through faculty, staff, and students; and good leaders rely on good people who have strengths in particular areas and then allow room for the creative process to take place. Roueche writes that "There is a fundamental difference between the management of a business and of a college, in that the goal of a college is . . . the realization of the potential of each student as contrasted to the achievement of profit for the business" (131).

Sense of Personal Commitment

The third leadership category is a sense of personal commitment to the job and to people which includes having a positive outlook, possessing personal energy, having the ability to motivate others through good interpersonal skills, and possessing personal convictions and integrity (133). Roueche writes that exemplary leadership must begin with a sense of personal commitment (133).

Roueche's Conclusion

Roueche writes that through the analysis of the actions, values, and skills of key leaders at Miami-Dade, an exemplary community college, he believes that a model of leadership excellence has emerged--one that is worthy of emulation by others in the field of community college education (140, 141).

The level of the administrative position may determine how strong any one of the leadership attributes needs to be as top administrators are involved in more strategic types of activities than are middle-level administrative positions. However, ideal college leadership would include a strong president supported by a team (administrators, support staff, and faculty) with similar convictions and qualities.

Leaders for the Future

Community college leadership programs offering creative programs to prepare community college leaders are available at a limited number of universities. There are community college leadership programs at Florida State University, The University of Texas at Austin, the University of Michigan, and the University of Florida. George Mason University (Virginia) plans to establish a national center to provide service and training to community colleges. Some state community college systems are beginning to provide development seminars for potential community college leaders. The Virginia Community College System offers Leadership Seminars during the summers, with one representative from each of the 23 campuses participating in the seminars in order to learn about the role of college president. The Virginia System also conducts Instructional Leadership Seminars designed to recognize faculty members in the system who have notable teaching skills and who have chosen to continue their academic careers in teaching. The Virginia System has collaborated with George Mason University to establish a Center for Community College Education. The primary emphasis of the center is to prepare the next generation of community college faculty and to assist those presently teaching. The center will also develop an executive internship program for college presidents. Future leaders are also developed for the Virginia System through the Chancellor's Fellowships at two universities. Those awards provide a grant of $10,000 plus one-half salary and one-year's leave of absence (Toward the Year 2000 54).

One of the responses received to the call for papers issued by the Chancellor for the University of Kentucky Community College System is a paper entitled "A Leadership Academy for Kentucky's Community Colleges." The author addresses the problem of an inability to produce leaders from among the ranks of the Community College System and points out that the state is losing the benefit of local experience and talent, white and black, male and female, in providing for the educational leadership of the state. The author also proposes a possible solution--a leadership academy. The entire paper is included in the "Responses to the Call for Papers" document and begins on Page 125.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"

"Toward the Year 2000"

GOVERNANCE - For Discussion:

1. Should the governance structure of the Community College System be changed? If so, how?

2. Regardless of the governance structure used, what authority and responsibility must a community college system have in order for the system to be able to develop strong local community colleges and serve statewide needs and priorities?

3. Should the role of community college advisory boards be changed? If so, how?

4 Does the Community College System relationship with the Council on Higher Education need to be changed? If so, how?

5. Does the Community College System relationship with Vocational Education need to be changed? If so, how?

6. Should the Community College System and Vocational Education be combined into one system? What are the positive/negative aspects of doing so? If they are combined, should they be under the University of Kentucky?

7. Should local/regional community colleges and postsecondary vocational schools be combined on a voluntary basis? If so, should they be combined under the University of Kentucky?

8. Creative and visionary leaders are needed at all organizational levels of the colleges. How can the Community College System develop and nurture creative and visionary leadership as we move toward the year 2000?

9. Based on the needs of the communities and the Commonwealth, describe the community college leader for the year 2000.

1988

SUPPLEMENT

Kentucky Revised Statutes

Annotated

OFFICIAL EDITION

Containing the laws of a permanent and general nature of the 1988 Regular Session of the General Assembly

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Department Generally

156.010. Department of education — Composition — Functions. — (1) The department of education shall consist of the superintendent of public instruction who shall be the chief executive officer of the department, the organizational structure of the department as set forth in this section, the state board for elementary and secondary education, and the state board for vocational-technical, adult education and vocational rehabilitation services.

(2) The superintendent of public instruction shall appoint a deputy superintendent for elementary and secondary education, who shall directly supervise an office of instruction, headed by an office head and composed of divisions of accreditation, teacher education and certification, curriculum and staff development, compensatory education, support services, and student services; and an office of education for exceptional children, headed by an office head and composed of divisions of categorical programs, support services, coordinated programs, the Kentucky school for the blind, and the Kentucky school for the deaf.

(3) The superintendent of public instruction shall appoint a deputy superintendent for vocational-technical, adult education and vocational rehabilitation services, who shall directly supervise an office of vocational education, headed by an office head and composed of divisions of program services, staff development, support services, and school services; an office of vocational rehabilitation, headed by an office head and composed of divisions of field services, program development, support services, and the Carl D. Perkins comprehensive rehabilitation center; and an office of adult and community education, headed by an office head and composed of divisions of adult basic education, community education, and adult special projects.

(4) The superintendent of public instruction shall appoint a deputy superintendent for research, who shall directly supervise an office of research and planning, headed by an office head and composed of divisions of planning, research, evaluation, and computer services; and an office of communication services, headed by an office head and composed of divisions of media services, recognition and special events, public information, and printing services. The superintendent shall also appoint a deputy superintendent for administration, who shall directly supervise an office of school administration and finance, headed by an office head and composed of divisions of buildings and grounds, pupil transportation, pupil attendance, school district finance, textbook services, surplus property, school food services, and insurance services; and an office of internal administration, headed by an office head and composed of divisions of purchasing, accounting, budget analysis, facilities management, personnel services, and equal education opportunity. Directly attached and responsible to the superintendent of public instruction also shall be an office of legal services headed by an office head, an assistant who shall be secretary to the state board for elementary and secondary education and the state board for vocational-technical, adult education and vocational rehabilitation services, a chief executive assistant to the superintendent, and an ombudsman responsible for coordination and referral of correspondence from the public as it relates to departmental services and functions.

(5) The superintendent of public instruction shall establish the organizational units below the division level, and arrange the units within the organizational structure of the department of education as set forth in subsections (1) to (4) of this section to provide required program and administrative services and assure effective execution of the department's responsibilities. The superintendent shall further, and as appropriate, abolish or assign, within the organizational structure of the department of education

established by subsections (1) to (4) of this section, those assistant office head positions and principal assistant positions within the department not specifically mentioned in this section but existing as of July 1, 1988.

(6) As of July 1, 1988, all appropriate transfers of functions, personnel, funds, equipment, facilities, and records shall be made within the department of education to implement the provisions of this section and actions taken pursuant hereto.

(7) The superintendent of public instruction shall have general supervision of all assistants, agents and employes. He shall be responsible for implementing policies promulgated by the state board for elementary and secondary education and the state board for vocational-technical, adult education and vocational rehabilitation services. He may clothe his assistants with full power of attorney to act for him in the supervision, inspection and administration of the schools over which he has supervisory and administrative control.

(8) All employes shall be reimbursed for necessary traveling expenses incurred in the performance of their official duties, and no part of the reimbursement shall be included in or accounted as a part of their salaries.

(9) The superintendent of public instruction, through his appropriate deputy superintendents, assistants, office heads, and division directors, shall exercise all the administrative functions of the state in relation to the management and control of the public common schools, vocational education, vocational rehabilitation, adult and community education, the Kentucky school for the blind and the Kentucky school for the deaf, and may exercise the general powers and functions relating to state vocational schools and area vocational educational centers for young people who are enrolled in regular day schools and for out-of-school youth and adults, both employed and unemployed. The department of education shall exercise also those powers relating to television in aid of education and other proper public functions, as provided in KRS 156.070.

(10) The Kentucky school for the blind advisory board, the Kentucky school for the deaf advisory board, the state board for elementary and secondary education and the state board for vocational-technical, adult education and vocational rehabilitation services, the Kentucky council on teacher education and certification, the state advisory committee for educational improvement and the state textbook commission shall be administratively attached to the office of superintendent, but each shall continue to exercise all the functions conferred upon it by law.

(11) The state department of education, in the operation and management of its schools and the programs at these schools, shall meet all required federal and state standards relating to facilities and personnel qualifications; however, no license or license fee shall be required for any school or program operated by the state department of education.

(12) The department of education shall be the sole state agency for the purpose of developing and approving state plans required by state or federal laws and regulations as prerequisites to receiving federal funds for elementary and secondary education, vocational education, vocational rehabilitation and adult education. (4618-20, 4618-80: amend. Acts 1952, ch. 41, § 1; 1962, ch. 13, § 1; 1976, ch. 327, § 1; 1978, ch. 155, § 84, effective June 17, 1978; 1982, ch. 381, § 1, effective July 15, 1982; 1984, ch. 128, § 1, effective July 13, 1984; 1984, ch. 315, § 1, effective July 13, 1984; 1986, ch. 398, § 1, effective July 15, 1986; 1988, ch. 361, § 1, effective July 15, 1988; 1988, ch. 435, § 1, effective July 1, 1988.)

Legislative Research Commission Note. This section was amended by two 1988 acts, ch. 361, § 1 and ch. 435, § 1, part of which are in conflict and cannot be compiled together. Pursuant to KRS 446.250, the later enactment prevails.

tion of the board. (Enact. Acts 1982, ch. 381, § 2, effective July 15, 1982; 1988, ch. 361, § 3, effective July 15, 1988.)

156.032. State board for vocational-technical, adult education and vocational rehabilitation services — Membership — Function. — (1) There is hereby established within the department of education a state board for vocational-technical, adult education and vocational rehabilitation services which shall consist of nine (9) voting members, one (1) from each Supreme Court district as established by KRS 21A.010 and two (2) members from the state at large.

(2) The governor shall make appointments to the board and fill vacancies as they may occur. Appointments shall conform to KRS 156.040.

(3) The original appointments shall expire on June 30 in the year hereinafter designated and the terms of each member appointed thereafter shall begin on July 1 and be for four (4) years. The original appointments to the board shall be made in the following manner: three (3) shall expire on June 30, 1989; three (3) shall expire on June 30, 1990; and three (3) shall expire on June 30, 1991.

(4) The superintendent of public instruction or his designee shall be the executive officer of the board.

(5) The primary function of the board shall be to develop and adopt policies and administrative regulations by which the department of education shall be governed in planning, coordinating, administering, supervising, operating and evaluating the vocational-technical, adult and community education and vocational rehabilitation programs, services and activities within the department of education.

(6) The board shall have the management and control of state-operated vocational schools and vocational rehabilitation centers.

(7) The board shall have authority to establish administration and operating procedures for state-operated vocational schools, and regional staffs therefor, and for vocational rehabilitation centers, and field staffs therefor. However, all positions and employes shall continue to be subject to the provisions of KRS Chapter 18A.

(8) The board shall have the authority to enter into agreements with other agencies in order to carry out services under its jurisdiction.

(9) The board shall have authority to recommend to the state board for elementary and secondary education standards pertaining to secondary vocational education curriculum, accreditation, equipment, facilities, and related matters. (Enact. Acts 1988, ch. 361, § 4, effective July 15, 1988.)

156.035. Legal status of boards — Administration of funds. — (1) The Kentucky state board for elementary and secondary education and the state board for vocational-technical, adult education and vocational rehabilitation services are recognized to be public bodies corporate and politic, and agencies and instrumentalities of the Commonwealth in the performance of essential governmental functions.

(2) For the benefit of programs under their control and supervision, the boards are authorized to implement the provisions of any act of Congress appropriating and apportioning funds to the state, to receive funds appropriated by the Kentucky general assembly, to provide for the proper apportionment and disbursement of such funds in accordance with state or federal laws, and to accept and provide for the administration of any gifts, donations, or devises.

(3) (a) The boards are authorized to expend funds necessary for errors and omissions insurance premiums for insurance to cover the defense of, and any damages and costs awarded in, any civil action brought against

individual board members on account of an act made in the scope and course of their performance of legal duties as board members.

(b) The authorization of the expenditure of public funds for such insurance is deemed critical to continuing to attract qualified individuals to become members of state boards, and is deemed to authorize the expenditure of public funds for a public purpose.

(c) Nothing in this subsection shall be construed as a waiver of the sovereign immunity of the Commonwealth with respect to claims against the state boards of education, the department of education, or any of their respective officers, agents, or employes. (Enact. Acts 1962, ch. 13, § 2; 1978, ch. 155, § 86, effective June 17, 1978; 1986, ch. 264, § 1, effective April 3, 1986; 1986, ch. 331, § 27, effective July 15, 1986; 1988, ch. 361, § 5, effective July 15, 1988.)

156.040. Qualifications of board members. — (1) The members of the state board for vocational-technical, adult education and vocational rehabilitation services and the state board for elementary and secondary education shall have the same qualifications as school board members, except that members of these boards shall be at least thirty (30) years of age. Appointments shall be made without reference to occupation, political affiliation or similar considerations. No member at the time of his appointment or during the term of his service shall be engaged as a professional educator.

(2) Members of the state board for vocational-technical, adult education and vocational rehabilitation services shall possess an understanding of business and industry and a knowledge of occupational and academic needs of adults. At least one (1) member shall possess a knowledge of vocational rehabilitation services. (4377-5: amend. Acts 1962, ch. 244, Art. III, § 3; 1978, ch. 155, § 87, effective June 17, 1978; 1986, ch. 331, § 28, effective July 15, 1986; 1988, ch. 361, § 6, effective July 15, 1988.)

156.060. Quorum — Meetings — Location of office — Compensation. — For meetings of the state board for elementary and secondary education and the state board for vocational-technical, adult education and vocational rehabilitation services, a majority of the voting members shall constitute a quorum for the transaction of business. Each board shall meet not less than every three (3) months and at such other times as it may be called as provided in this section. Special meetings of each board may be called by the chairperson, and upon written request of two (2) members, the chairperson shall call a special meeting of the board to be held not later than twenty (20) days following receipt of the written request. The chairperson shall give notice through the secretary by registered or certified mail, return receipt requested, to each member of the board at least ten (10) days prior to the time of any meeting unless all members of the board waive notice in writing. The offices of each board shall be at the seat of government in the department of education and shall be provided by the state. Members of the board may receive a per diem of one hundred dollars ($100) for each regular or special meeting attended and actual expenses for attending meetings, and may be reimbursed for other actual and necessary expenditures incurred in the performance of their duties authorized by the board. The per diem and expenses shall be paid out of the appropriation for each board. (4377-8: amend Acts 1942, ch. 201, §§ 1, 2; 1962, ch. 244, Art. III, § 2; 1974, ch. 315, § 15; 1978, ch. 155, § 88, effective June 17, 1978; 1980, ch. 114, § 20, effective July 15, 1980; 1982, ch. 381, § 3, effective July 15, 1982; 1988, ch. 361, § 7, effective July 15, 1988.)

156.070. General powers and duties of state boards. — (1) The state board for elementary and secondary education shall have the management and control of the common schools and all programs operated in such schools, including interscholastic athletics, the Kentucky school for the deaf and the Kentucky school for the blind. The state board for vocational-technical, adult education and vocational rehabilitation services shall have the management and control of the state-operated vocational schools and vocational rehabilitation centers and all programs and services operated in these schools and centers. In addition, it shall be responsible for adult and community education programs and services.

(2) The state board for elementary and secondary education may designate an organization or agency to manage interscholastic athletics in the common schools, provided that the rules, regulations and bylaws of any organization or agency so designated shall be approved by the board, and provided further that the board shall adopt administrative regulations providing for the appeal to the board of any decisions made by the designated managing organization or agency.

(3) (a) The state board for elementary and secondary education is hereby authorized to lease from the state property and buildings commission, or others, whether public or private, any lands, buildings, structures, installations and facilities suitable for use in establishing and furthering television and related facilities as an aid or supplement to classroom instruction, throughout the Commonwealth, and for incidental use in any other proper public functions. Any such lease may be for any initial term commencing with the date of such lease and ending with the next ensuing June 30, which is the close of the then current fiscal biennium of the Commonwealth, with exclusive options in favor of the board to renew the same for successive ensuing bienniums (July 1 in each even year to June 30 in the next ensuing even year); and the rentals may be fixed at such sums in each biennium, if renewed, as will be sufficient to enable the state property and buildings commission to pay therefrom the maturing principal of and interest on (and provide reserves for) any revenue bonds which said state property and buildings commission may determine to be necessary and sufficient, in agreement with the board, to provide the cost of acquiring such television and related facilities, with appurtenances and such costs as may be incident to the issuance of such bonds.

(b) Each such option of the state board for elementary and secondary education to renew the lease for a succeeding biennial term may be exercised at any time after the adjournment of the session of the general assembly at which appropriations shall have been made for the operation of the state government for such succeeding biennial term, by notifying the state property and buildings commission in writing, signed by the superintendent of public instruction, and delivered to the secretary of the finance and administration cabinet as a member of said commission; provided, however, that such option shall be deemed automatically exercised, and the lease automatically renewed for the succeeding biennium, effective on the first day thereof, unless a written notice of the board's election not to renew shall have been delivered in the office of the secretary of the finance and administration cabinet before the close of business on the last working day in April immediately preceding the beginning of such succeeding biennium.

(c) The state board for elementary and secondary education shall not itself operate such leased television facilities, or undertake the preparation of the educational presentations or films to be transmitted thereby, but may enter into one (1) or more contracts to provide therefor, with any public agency and instrumentality of the Commonwealth having, or able to provide, a staff with proper technical qualifications, upon which agency and instrumentality the board, through the superintendent of public instruction and the department of education, is represented in such manner as to coordinate matters of curriculum with the curricula prescribed for the public schools of the Commonwealth. Any such contract for the operation of the leased television or related facilities may permit limited and special uses of the television or related facilities for other programs in the public interest, subject to such reasonable terms and conditions as the board and the operating agency and instrumentality may agree upon; but any such contract shall affirmatively forbid the use of the television or related facilities, at any time or in any manner, in the dissemination of political propaganda or in furtherance of the interest of any political party or candidate for public office, or for commercial advertising. No lease between the board and the state property and buildings commission shall bind the board to pay rentals for more than one (1) fiscal biennium at a time, subject to the aforesaid renewal options. The board may receive and may apply to rental payments under any such lease and to the cost of providing for the operation of such television or related facilities not only appropriations which may be made to it from state funds, from time to time, but also contributions, gifts, matching funds, devises and bequests from any source, whether federal or state, and whether public or private, so long as the same are not conditioned upon any improper use of the television or related facilities in a manner inconsistent with the provisions of this subsection.

(4) The state boards may, on the recommendation and with the advice of the superintendent of public instruction, prescribe, print, publish and distribute at public expense such administrative regulations, courses of study, curriculums, bulletins, programs, outlines, reports and placards as each deems necessary for the efficient management, control and operation of the schools and programs under its jurisdiction. All administrative regulations published or distributed by each board shall be inclosed in a booklet or binder on which the words "informational copy" shall be clearly stamped or printed.

(5) Upon the recommendation of the superintendent of public instruction or his designee, the state boards shall, within their respective jurisdictional areas, establish policy or act on all matters relating to programs, services, publications, capital construction and facility renovation, equipment, litigation, contracts, budgets and all other matters which are the administrative responsibility of the department of education.

(6) Vocational and nonvocational programs offered at the state universities shall be operated and administered by those universities consistent with the regulations developed by the board of trustees or regents and approved by the council on higher education for the issuance of associate, baccalaureate or graduate degrees. The state board for vocational-technical, adult education and vocational rehabilitation services and the state department of education shall not operate or administer any programs for such degrees. No institution of public higher education, including the community colleges, shall offer any new program of a vocational-technical-occupational nature below the associate degree level without the consent of the state board. The state board for vocational-technical, adult education and vocational rehabilitation services, with approval of the council on higher education, may contract with institutions of public higher education for the operation of specific programs and projects.

(7) The department of education shall administer, supervise, and operate all programs offered in the state vocational technical schools and area vocational education centers, or may, with the approval of the state board for vocational-technical, adult education and vocational rehabilitation services, contract with a local school system for such services.

(8) The state board for vocational-technical, adult education and vocational rehabilitation services shall be responsible for establishing priorities for, and approval of, construction of facilities designed for vocational-occupational type programs.

(9) The state board for vocational-technical, adult education and vocational rehabilitation services, in conjunction with the council on higher education, shall, by program title, prepare a complete listing of programs of a vocational-technical-occupational type offered in public institutions of higher education and the community colleges, state vocational-technical schools and centers, and junior and senior high schools. These listings shall distinguish between vocational-technical-occupational programs for which approval is required by the state board and other general education programs.

(10) The state board for vocational-technical, adult education and vocational rehabilitation services shall have the authority and responsibility to review and to make recommendations to the council on higher education concerning both new programs and existing programs at the associate degree level offered at the institutions of public higher education, including the community colleges, if these programs are of a vocational-technical-occupational type. (4377-1, 4377-12, 4527-63, 5618.80: amend. Acts 1952, ch. 41, § 2; 1958, ch. 47, § 2; 1962, ch. 13, § 3; 1964, ch. 5; 1970, ch. 204, § 7; 1976, ch. 327, § 2; 1978, ch. 60, § 1, effective June 17, 1978; 1978, ch. 155, §§ 41, 82, 89, effective June 17, 1978; 1982, ch. 381, § 4, effective July 15, 1982; 1988, ch. 361, § 8, effective July 15, 1988.)

Legislative Research Commission Note. A technical correction has been made in this section by the Reviser of Statutes pursuant to KRS 7.136.

156.071 to 156.097. Delegation of taking evidence and writing recommendation — Purchase contract for supplies — Price contracts information — School census — Certificates of school employes — Program of in-service teacher training — Teacher institutes.

Compiler's Notes. Under authority of Acts 1988, ch. 361, § 17, "state board for elementary and secondary education" should be substituted for "state board of education" throughout these sections, wherever it appears.

156.101. Purpose of section — "Instructional leader" defined — Instructional leader improvement program.

Compiler's Notes. Under authority of Acts 1988, ch. 361, § 17, "state board for elementary and secondary education" should be substituted for "state board of education" throughout this section, wherever it appears.

REMOVAL OR SUSPENSION OF SCHOOL OFFICERS

156.132 to 156.138. Removal or suspension of school officers — Notice of suspension — Vacancies caused by suspension — Duty of attorney general.

Compiler's Notes. Under authority of Acts 1988, ch. 361, § 17, "state board for elementary and secondary education" should be substituted for "state board of education" throughout these sections, wherever it appears.

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(3) Certified teachers in the Kentucky school for the deaf and the Kentucky school for the blind shall have the same statutory employment status and benefits as certified teachers in the public schools. (Enact. Acts 1980, ch. 277, § 1, effective July 15, 1980; 1986, ch. 219, § 1, effective July 15, 1986; 1988, ch. 361, § 16, effective July 15, 1988.)

163.070. State treasurer custodian of funds.

Compiler's Notes. Under authority of Acts 1988, ch. 361, § 18, "state board for vocational-technical, adult education and vocational rehabilitation services" should be substituted for "state board of education" wherever it appears throughout this section.

VOCATIONAL SCHOOLS

163.085. Buildings for state vocational schools, acquisition or construction.

Compiler's Notes. Under authority of Acts 1988, ch. 361, § 18, "state board for vocational-technical, adult education and vocational rehabilitation services" should be substituted for "state board of education" wherever it appears throughout this section.

163.086. Governor's council on vocational education — Membership — Responsibilities — Reimbursement for expenses.

Compiler's Notes. Under authority of Acts 1988, ch. 361, § 18, "state board for vocational-technical, adult education and vocational rehabilitation services" should be substituted for "state board of education" wherever it appears throughout this section.

163.087. Tuition and fees in vocational schools.

Compiler's Notes. Under authority of Acts 1988, ch. 361, § 18, "state board for vocational-technical, adult education and vocational rehabilitation services" should be substituted for "state board of education" wherever it appears throughout this section.

163.089. Medical and accident insurance for students. — (1) The superintendent of public instruction is authorized to provide medical and accident insurance for students enrolled in the state vocational-technical schools and area vocational education centers. The department of education may enter into a contract or contracts with one (1) or more sureties or insurance companies or their agents to provide appropriate medical and accident insurance coverage and to provide group coverage to all students enrolled in state vocational-technical schools and area vocational education centers. The appropriate group coverage shall be issued by one (1) or more sureties or insurance companies authorized to transact business in this state, and such coverage shall be approved by the commissioner of insurance.

(2) The state board of education, upon the recommendation of the superintendent of public instruction, shall adopt administrative regulations to implement the medical and accident insurance program. The state board of education may fix the rate of fees for all secondary and post-secondary students and adults, the provisions of KRS 163.087 with respect to fees for secondary students notwithstanding, as it deems necessary to meet the expense in whole or in part for appropriate student medical and accident insurance.

(3) The limits of liability and other appropriate provisions for student medical and accident insurance authorized by this section shall be set by

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163.086. Governor's council on vocational education — Membership — Responsibilities — Reimbursement for expenses. — (1) There shall be a governor's council on vocational education, consisting of thirteen (13) members appointed by the governor.

(2) Members shall be appointed for three (3) year terms. Any vacancy occurring on the council shall be filled by the governor for the unexpired term. All appointments shall conform to the requirements of Section 112 of Public Law 98-524. Members shall be representative of citizens and groups within the state having an interest in vocational education as follows: five (5) members shall represent business, industry and agriculture, including one (1) member who represents small business concerns and one (1) member who is a private sector member of the state job training coordinating council; two (2) members shall represent labor organizations; and six (6) members shall represent secondary and postsecondary vocational institutions, career guidance, special education, counseling organizations and special populations to include women, the disadvantaged, the handicapped, individuals with limited English proficiency and minorities.

(3) Members shall select from among its membership a chairperson who shall be representative of the private sector. A quorum of the council shall consist of seven (7) members, and a quorum at any duly-called meeting may act on any matter before it for consideration. Each member shall have one (1) vote.

(4) Members shall be reimbursed only for actual expenses incurred in the discharge of official business, subject to regulations established by the finance and administration cabinet. All expenses reimbursed to members shall be paid from operating funds available to the governor's council on vocational education.

(5) The council shall be assigned the duties, responsibilities and operation requirements as specified in Public Law 98-524 to include the following:

(a) Meet with the state board of education or its representatives during the planning year to advise on the development of the state plan;

(b) Advise the state board of education and make reports to the governor, the business community and the general public of the state concerning the policies the state should pursue to strengthen vocational education, with particular attention to programs for the handicapped; and initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs;

(c) Analyze and report on the distribution of spending for vocational education in the state and on the availability for vocational education activities and services within the state;

(d) Furnish consultation to the state board of education on the establishment of evaluation criteria for vocational education programs within the state;

(e) Submit recommendations to the state board of education on the conduct of vocational education programs conducted in the state;

(f) Assess the distribution of financial assistance furnished under the Carl D. Perkins Vocational Education Act (Public Law 98-524), particularly with the analysis of the distribution of financial assistance between secondary and postsecondary vocational education programs;

(g) Recommend procedures to the state board of education to ensure and enhance the participation of the public in the provision of vocational education at the local level within the state, particularly the participation of local employers and local labor organizations;

(h) Report to the state board of education on the extent to which special populations are provided with equal access to quality vocational education programs;

(i) Evaluate at least once every two (2) years the vocational education program delivery systems and make recommendations to the state board of education on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act; and

(j) Advise the governor, the state board of education, state job training coordinating council, the secretary of the cabinet for human resources, and the secretary of labor of these findings and recommendations.

(6) The council shall be authorized to adopt bylaws providing for the call of its meetings, which shall be held at least quarterly, and for its operating procedures for the official conduct of business. The council shall hold not less than one (1) public meeting each year at which the public shall be given an opportunity to express views concerning the vocational education program of the state.

(7) The council is authorized to obtain the services of such professional, technical and clerical personnel as may be necessary to carry out its functions and to contract for such services as may be necessary to enable the council to carry out its evaluation functions, independent of programmatic and administrative control by other state boards, agencies, and individuals.

(8) The council shall be authorized to accept and use all available funds including, but not limited to federal grants. Such funds shall not be diverted or reprogrammed for any other purpose by any state agency or individual. The council shall designate an agency within the education and humanities cabinet to act as its fiscal agent for purposes of disbursement, accounting and auditing. (Enact. Acts 1976, ch. 327, § 6; 1978, ch. 154, § 42, effective June 17, 1978; 1978, ch. 155, § 83, effective June 17, 1978; 1980, ch. 295, § 42, effective July 15, 1980; 1986, ch. 24, § 1, effective July 15, 1986.)

Compiler's Notes. The Carl D. Perkins Vocational Education Act (Public Law 98-524), referred to in this section, is codified as 20 U.S.C. §§ 2301-2471.

163.087. Tuition and fees in vocational schools. — Tuition and fees for secondary pupils enrolled in the state vocational-technical schools and area vocational education centers shall be free to all residents of Kentucky. The state board of education shall fix the rate of tuition and fees for postsecondary pupils and adults who are enrolled in the state operated vocational-technical schools and area vocational education centers. The state

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164.990. Penalties.
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COUNCIL ON HIGHER EDUCATION

164.010. Council on higher education — Membership — Terms. — There shall be a council on higher education in Kentucky, to be composed of the superintendent of public instruction, and seventeen (17) lay members appointed by the governor, one (1) from each congressional district, eight (8) from the state at large which shall include a student member, who shall be enrolled as a full-time student at a state public institution of higher education, shall be a resident of the commonwealth as determined by the residency guidelines of the council, and shall be elected annually in the following manner: not later than July 1 of each year the president of the student body of each four-year state public institution of higher education shall submit to the governor one (1) nominee; from this list of nominees, the governor shall appoint a student member, one (1) from a list of two (2) nominated by the president pro tem of the senate, and one (1) from a list of two (2) nominated by the speaker of the house of representatives. Among the lay members, there shall be at least one (1) undergraduate degree recipient from each of the state universities to be appointed by the governor. The lay members shall constitute the voting membership of the council. The lay members shall be appointed for regular terms of four (4) years except for the student member who shall serve a one (1) year term, with the initial appointment of four (4) members for one (1) year, four (4) members for two (2) years, four (4) members for three (3) years and four (4) members for four (4) years. Whenever a lay member's term expires after July 15, 1982, the member appointed by the governor to fill the vacancy shall be appointed for a four (4) year term in the same manner as the initial appointment. Any person, other than the superintendent of public instruction, holding either an elective or appointive state office or who is a member of the governing board of any state university in Kentucky shall be ineligible for membership or appointment on the council during his membership or term of office. When the council meets to consider curricula for teacher education, three (3) persons who are from accredited institutions of higher learning, and who have been appointed by the executive committee of the Kentucky association of colleges, secondary and elementary schools, shall be invited to meet with the council in an advisory capacity. (4527-1 to 4527-3: amend. Acts 1952, ch. 41, § 5; 1962, ch. 129, § 1; 1966, ch. 6, § 1; 1972, ch. 39, § 1; 1978, ch. 155, § 105, effective June 17, 1978; 1980, ch. 10, § 1, effective July 15, 1980; 1982, ch. 379, § 3, effective April 9, 1982.)

Compiler's Notes. The provisions in this section, which authorize the Speaker of the House of Representatives and the President Pro Tempore of the Senate to make a list of nominees from which the Governor was to appoint members to the Council on Higher Education were declared invalid in Legislative Research Comm'n ex rel. Prather v. Brown, 664 S.W.2d 907 (Ky. 1984).

Cross-References. Archives and Records Commission, nomination of members, KRS 171.420.

Books furnished and aid given to university and teachers colleges by state librarian, KRS 57.300 to 57.320, 171.140; and by county librarians, KRS 172.160.

Library science scholarships, KRS 171.303.

Kentucky Law Journal. Snyder and Irland, The Separation of Governmental Powers Under the Constitution of Kentucky: A Legal and Historical Analysis of L.R.C. v. Brown, 73 Ky. L.J. 165 (1984-85).

Northern Kentucky Law Review. Notes, School Law — Nonrenewal of Nontenured Teacher's Contract — Procedural Due Process — Wells v. Board of Regents, 545 F.2d 15 (6th Cir. 1976) and Plummer v. Board of Regents, 552 F.2d 716 (6th Cir. 1977), 5 Northern Ky. L. Rev. 141 (1978).

Opinions of Attorney General. While membership on the Council on Public Higher Education (now Council on Higher Education), established pursuant to this section, would constitute the holding of a state office; membership on a consolidated planning and zoning commission is neither a city, county nor state office as contemplated by either Const., § 165 or KRS 61.080, so that no constitutional or statutory incompatibility exists that would prohibit a person from holding both offices at the same time. OAG 69-19.

The ex officio members of the council are vested with the same authority as lay members with the exception of voting. OAG 71-59.

There is no substantial legal basis for the proposition that ex officio members are precluded from making and/or seconding motions on matters of business brought before the council. OAG 71-59.

KRS 156.031 and this section contain clearly irreconcilable, repugnant provisions, as KRS 156.031 directs the State Board of Education to elect one of its own to serve as an ex officio member of the Council while this section, as amended, has not only deleted the reference to the State Board member on the Council but also provides that the Council is to be composed of the State Superintendent of Public Instruction and 17 lay members appointed by the Governor thus leaving no seat on the Council to be occupied by a State Board of Education member. As Acts 1982, ch. 379, amending this section, became operative on April 9, 1981, and Acts 1982, ch. 381, creating KRS 156.031, did not become effective until July 15, 1982, the language in this section prevails so that no member of the State Board of Education will be entitled to sit on the Council of Higher Education. OAG 82-357.

NOTES TO DECISIONS

1. Constitutionality.

The power to appoint members of boards and agencies within the executive department of government is an essentially executive power which cannot be exercised by any member of the legislative department; accordingly, the provisions in this section by which the Speaker of the House of Representatives and the President Pro Tem of the Senate are authorized to make a list of nominees from which the Governor must select his appointments to the Council on Higher Education are an invalid unconstitutional incursion by the General Assembly, or in this case, its designees, into the separation of powers doctrine. Legislative Research Comm'n ex rel. Prather v. Brown, 664 S.W.2d 907 (Ky. 1984).

Collateral References. 14 C.J.S., Colleges and Universities, § 16.

164.020. Powers and duties of council. — The council on higher education in Kentucky shall:

(1) Engage in analyses and research to determine the overall needs of higher education in the Commonwealth.

(2) Develop and transmit to the governor comprehensive plans for public higher education which meet the needs of the Commonwealth. The plans so developed shall conform to the respective functions and duties of the state universities, the community colleges, and the University of Kentucky as provided by statute. The council shall for all purposes of federal legislation relating to planning be considered the "single state agency" as that term may be used in such federal legislation; provided, however, that when such federal legislation requires additional representation on any such "single state agency" the council on higher education shall establish such advisory groups as may be necessary to satisfy such federal legislative or regulatory guidelines.

(3) Determine tuition and approve the minimum qualifications for admission to the public institutions of higher education. In determining the tuition for non-Kentucky residents, the council shall consider the fees required of Kentucky students by institutions in adjoining states, the resident fees charged by other states, the total actual per student cost of training in the institutions for which the fees are being determined, and the ratios of Kentucky students to non-Kentucky students comprising the enrollments of the respective institutions, and such other factors as the council may in its sole discretion deem pertinent.

(4) Consider the requirements and review the budget requests, which shall be prepared in the manner and submitted by the institutions to the council by dates prescribed by the council, of the institutions of public higher education as to their appropriate level of support considering the functions of the institutions and their respective needs. The council, in cooperation with the university presidents, shall devise, establish, and periodically review and revise formulas for use in making recommendations to provide to the governor and the legislature for use in making appropriations for the institutions of higher learning. The formulas shall provide for adequate and equitable allocation of funds among the several universities considering their respective needs and statutory, institutional, and geographic missions. In the development, revision, and refinement of such formulas, committees composed of members of the council staff and a representative of each of the state universities shall conduct hearings on each campus in a manner to give all principal segments of each institution the opportunity to participate in the development of the formulas. The studies shall include, but not be limited to:

(a) A review of formulas used by other states to calculate needs and appropriate funds for institutions of higher education;

(b) A complete review of selected comparable institutions with reference to both the state appropriations and tuition charges, and

(c) A review of institutional activities and programs that can be calculated for use in the development of the formulas.

There shall be included in the final report the institutional responses to the studies and their recommendations and the recommendations of the advisory conference of presidents. Nothing in this chapter shall prevent or prohibit the governor, the legislature, the council on higher education, or the governing board of any institution of higher education from requesting or recommending deviations from any applicable formula or formulas prescribed by the council on higher education and advancing reasons and arguments in support of them. The individual institutions' budget requests, including tuition and registration fee schedules for all categories of students, along with council recommendations shall be submitted to the governor through the finance and administration cabinet not later than November 15 of each odd numbered year. The council shall submit a separate budgetary recommendation for the University of Kentucky community college system.

(5) Review and approve all capital construction projects the cost of which exceeds two hundred thousand dollars ($200,000) approved by the governing boards of the state-supported institutions of higher education prior to the institutions' submission of such projects to the finance and administration cabinet and/or state property and buildings commission.

(6) Require reports from the executive officer of each institution it deems necessary for the effectual performance of its duties.

(7) Publish annually a report of the educational and financial affairs of the institutions and disseminate other information relating to higher education.

(8) Define and approve the offering of all higher education associate, baccalaureate, graduate, and professional degree or certificate programs in the state-supported higher education institutions; review proposals and make recommendations to the governor regarding the establishment of new state-supported community colleges and new four-year colleges. Provided, nothing in KRS 164.010, 164.020, 164.125, and 164.290 to 164.295 shall be construed to grant the council on higher education authority to disestablish or eliminate any college of law which became a part of the state system of higher education through merger with a state college.

(9) Approve the teacher education programs in the public institutions.

(10) Elect a chairman annually from the voting membership and appoint an executive director and such staff as may be needed and fix their compensation without limitation of the provisions of KRS Chapter 18A and KRS 64.640 subject to the approval of the commissioner of personnel and the secretary of the finance and administration cabinet.

(11) Constitute the representative agency of the Commonwealth in all matters of higher education of a general and statewide nature which are not otherwise delegated to one or more institutions of higher learning. Such responsibility may be exercised through appropriate contractual relationships with individuals or agencies located within or without the Commonwealth. The authority includes but is not limited to contractual arrangements for programs of research, specialized training, and cultural enrichment.

(12) Develop procedures for the approval of a designated receiver to provide for the maintenance of student records of the public institutions of higher education and the colleges as defined in KRS 164.945, and institutions operating pursuant to KRS 165A.310 which offer collegiate level courses for academic credit, which cease to operate after July 15, 1980. Procedures shall include assurances that, upon proper request, subject to federal and state laws and regulations, copies of student records shall be made available within a reasonable length of time for a minimum fee. (4527-1, 4527-3: amend. Acts 1956, ch. 163, § 1; 1966, ch. 6, § 2; 1968, ch. 152, § 118; 1972, ch. 39, § 2; 1974, ch. 74, Art. II, § 9(2); 1978, ch. 155, §§ 41, 106, effective June 17, 1978; 1978, ch. 295, § 1, effective June 17, 1978; 1980, ch. 71, § 1, effective July 15, 1980; 1982, ch. 379, § 4, effective April 9, 1982.)

Budget References. See Appendix A to KRS Ch. 47, Acts 1986, ch. 401, Part I, Section G, Item 46.

Opinions of Attorney General. KRS 2.015, lowering the age of majority to 18 must be applied to the question of establishment of residence for tuition purposes. OAG 68-170.

The annual leave benefits of the executive director of the Council on Public Higher Education (now Council on Higher Education) are subject to Rule 15, "Service Regulations," revised January 1, 1964, of the commonwealth's personnel rules. OAG 70-532.

The council does have the authority to "approve" a new professional school (engineering, dentistry, law, etc.) in the context of its planning function and also the discretion of nonapproval. OAG 71-251.

The General Assembly has reserved to itself the prerogative of delineating programs, roles, purposes and the types of colleges or schools which the state universities and colleges are authorized to provide. OAG 71-251.

This section, although requiring the Council on Public Higher Education (now Council on Higher Education) to "approve" all new professional schools and authorizing the council to give such approval in the planning context, falls short of delegating to the council the power to actually create and/or establish such new schools. OAG 71-251.

The provisions of this section as to determination of curricula for teacher education are superseded and impliedly repealed by the provisions of KRS 161.030 as amended by Acts 1972, ch. 248, § 1. OAG 72-272.

The Council on Public Higher Education (now Council on Higher Education) professional education staff members may participate in any qualified nonprofit professional educators retirement program, plan, or system as subsection (10) of this section provides for "compensation" of staff members which would include such fringe benefits as the retirement plan the Council elects to provide for its staff members. OAG 73-292.

Subsection (3) of this section clearly authorizes the Council on Public Higher Education (now Council on Higher Education) to consummate and implement both the proposal for an academic common market and the proposal for a reciprocal tuition agreement with the state of Tennessee or any other state when such an agreement is, in the discretion of the Council, advantageous to the higher education programs for the citizens of Kentucky. OAG 74-12.

A professional program in subsection (8) is a program in a field where the graduate is required to obtain a license or certificate to practice his profession or a program where accreditation by a regional or national association is available. OAG 74-283.

Under subsection (8), the council has the power to review, approve or disapprove all proposed new programs in professional fields, whether the programs are pre- or post-baccalaureate. OAG 74-283.

KRS 314.111 vests the Kentucky Board of Nursing Education and Nurse Registration with the responsibility of approving all nursing education programs and nursing schools within the commonwealth and this responsibility is not superseded by this section or by KRS 164.945 or 216.040 (repealed). OAG 75-251.

If no single institution of higher education has the responsibility for the development of a clinical educational experiences program or a statewide higher education television program, then under subsection (11), the council has the overall responsibility for the supervision and operation of such programs. OAG 75-533.

It is within the powers of the Board of Regents to establish a mandatory entertainment fee to be charged students for the financing of plays, concerts, movies and other activities. OAG 78-170.

Collateral References. 14 C.J.S., Colleges and Universities, § 18.

164.021. Advisory conference of presidents. — The president or chief executive officer of each four (4) year state institution of higher learning shall serve on an advisory conference for the council on higher education. The advisory conference of presidents will receive the full agenda for each meeting of the council a reasonable time prior to the council meeting and, in the event of viewpoints differing from the council on higher education, an elected spokesperson for the conference may meet with the council and the executive committee to present before the council the institutional positions on such issues. At least once each year the council on higher education will meet with the advisory conference of presidents. (Enact. Acts 1982, ch. 379, § 5, effective April 9, 1982.)

164.022, 164.024. Center for education statistics — Office of geriatrics-gerontology. [Repealed.]

Compiler's Notes. These sections (Acts 1978, ch. 155, §§ 107, 112, effective June 17, 1978) were repealed by Acts 1982, ch. 379, § 11, effective April 9, 1982.

164.025. Medical research and education program. [Repealed.]

Compiler's Note. This section (Acts 1956 (1st Ex. Sess.), ch. 7, Art. XIV, § 4) was repealed by Acts 1964, ch. 8, § 2.

164.026. State support for University of Louisville. — (1) The general assembly recognizes the continuing need for education and research in Kentucky, and that the need is larger than the capacity of the facilities of the state universities to supply. The general assembly finds that the University of Louisville helps to supply, for the entire state, the need, and declares that support of the University of Louisville is a public purpose for which public money may be validly expended.

(2) The University of Louisville shall keep its books and records available to the state auditor. An audit of expenditure of public money by the university is subject to the laws generally governing audits of expenditures of public money. (Enact. Acts 1964, ch. 8, § 1; 1968, ch. 183, § 1.)

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, §§ 30, 31.

164.027. Occupational qualification development program — State payments to participating municipal junior colleges. — (1) The council on higher education shall have authority to provide for a program of occupational qualification development in the Commonwealth. The program may be provided for by contract with any recognized and accredited municipal junior college located within the Commonwealth. Such contract shall provide that the college shall admit to its course of instruction, up to such percentage of its full teaching capacity as may be fixed by contract, residents of the Commonwealth who make application to pursue the course of study of such college: provided however, that such persons shall be certified to the council as to status of residency by the state superintendent of public instruction and shall be eligible for admissions to said junior college.

(2) The council on higher education shall pay to the college not more than two hundred dollars ($200) per school year for each such student enrolled. Such payments shall be additional to the annual tuition fees paid by each such student. The council shall have authority to provide by contract that it pay the expense of specific research projects or programs conducted by the college. The council shall make an annual report of its occupational qualification development program after June 30 of each year, including an accounting of all moneys received and disbursed. The council shall have no authority to incur any obligation in excess of the sums that have been appropriated to it. (Enact. Acts 1962, ch. 115, § 1; 1964, ch. 26, § 1; 1978, ch. 155, § 104, effective June 17, 1978.)

164.028. Office of professional education. — There shall be established in the council on higher education an office of professional education preparation programs. The office shall have as its principal responsibility the coordination, development, and implementation, through appropriate means, of educational activities directed toward solving the problem of professional manpower distribution in the Commonwealth. For the purposes of KRS 164.028 to 164.029, the words "profession" and "professional" mean medicine and dentistry. (Enact. Acts 1980, ch. 20, § 1, effective July 15, 1980.)

164.0281. Duties of office of professional education preparation programs. — The office of professional education preparation programs shall coordinate, promote and support activities designed to:

(1) Identify high school students and other individuals from designated underserved areas of the Commonwealth who have indicated an interest in, and demonstrated potential for pursuing professional careers;

(2) Provide special educational opportunities for such students to prepare themselves for admission to, and graduation from, professional schools;

(3) Provide extramural (off-campus) educational opportunities for professional students in rural and other designated underserved areas of the Commonwealth;

(4) Identify currently enrolled professional students, postgraduate trainees and residents who are deemed to have realistic potential for recruitment to practice in underserved areas of the Commonwealth;

(5) Provide for the intensive recruitment of such students and postgraduate trainees for practice in underserved areas;

(6) Provide technical assistance to communities in their professional manpower recruitment efforts. (Enact. Acts 1980, ch. 20, § 2, effective July 15, 1980.)

164.0282. Duties of council on higher education as to professional education preparation programs. — The council on higher education shall:

(1) Employ a director and sufficient staff to administer the professional education preparation programs;

(2) Formulate guidelines and policies governing program activities and fund expenditures;

(3) Allocate funds to appropriate agencies, organizations, and institutions for the purpose of conducting activities approved in accordance with guidelines and policies;

(4) Recognize regional groups made up of professionals, educators, and consumers, which shall serve in an advisory capacity to the council in accordance with guidelines and policies;

(5) Recognize a group made up of professionals, educators and consumers which shall serve in an advisory capacity to the council on all program matters;

(6) Develop and maintain a mechanism for evaluating the impact of the program activities on admissions to, and graduation from, professional schools, and on professional manpower distribution;

(7) Conduct specific program activities which are beyond the capability of a single institution, agency, or organization, or when it is determined that it would be inappropriate for such institutions, agencies, or organizations to conduct the activity;

(8) Establish liaison with and provide assistance to the state board of education in developing counseling and other related programs to encourage students from shortage areas to prepare for professional careers;

(9) Coordinate the development of a financial support system to enable potential professional students in underserved areas which will enhance their ability to apply for, be admitted to, and graduate from professional education programs;

(10) Report at least annually to the appropriate committees and interim committees of the general assembly on the operation of the program. (Enact. Acts 1980, ch. 20, § 3, effective July 15, 1980.)

164.0283. Publication of admissions criteria by public professional schools. — Every institution of higher education in the Commonwealth of Kentucky offering professional education programs in the areas of medicine and dentistry shall establish and publish the criteria by which applicants for admission are evaluated and the approximate weight of each criteria including a criterion based upon permanent residence in underserved or underrepresented areas of the Commonwealth. (Enact. Acts 1980, ch. 20, § 4, effective July 15, 1980.)

164.029. Recognition of area health education system. — The area health education system in the council on higher education is hereby recognized. (Enact. Acts 1980, ch. 20, § 5, effective July 15, 1980.)

164.030. Regulations of council to be followed by state educational institutions. — The governing board of each of the state institutions of higher learning shall make such changes or adjustments in the curricula and such rules and regulations affecting their schools as are necessary to carry out and put into effect the rulings of the council on higher education in regard to curricular offerings, entrance fees and qualifications for admission to and reports from their respective institutions. (4527-4: amend. Acts 1952, ch. 41, § 7; 1978, ch. 155, § 104, effective June 17, 1978.)

Collateral References. 14 C.J.S., Colleges and Universities, § 24.

164.040. Expenses of council. [Repealed.]

Compiler's Notes. This section (4527-5) was repealed by Acts 1956, ch. 163, § 2.

164.050. Compensation and expenses of members. — The members of the council shall receive sixty-five dollars ($65.00) per day for each council meeting attended and shall be reimbursed for their necessary traveling and other expenses while attending the meetings of the council. Each institution shall pay the expenses of its own representatives. The expenses of the members of the state board of education and of the superintendent of public instruction shall be paid by the state in the same manner as their other traveling expenses are paid. (4527-6: amend. Acts 1978, ch. 154, § 9, effective June 17, 1978; 1978, ch. 155, § 83, effective June 17, 1978.)

164.060. Meetings, number of — Special meetings. — The council shall meet at least four (4) times each year at such times as it determines by resolution. Special meetings may be called by the chairman. Upon request of three (3) institutions represented on the council, the chairman shall call a special meeting. (4527-7: amend. Acts 1962, ch. 129, § 2.)

164.070. Place of meeting. — The council shall meet in the office of the executive director or such other place as it designates. (4527-8: amend. Acts 1978, ch. 295, § 2, effective June 17, 1978.)

164.080. Notice of meeting. — Notice of each meeting shall be given by the chairman at least ten (10) days prior to the time of the meeting, unless all members of the council waive notice. (4527-9.)

164.090. Quorum. — A majority of the voting members of the council constitutes a quorum for the transaction of business, but no business shall be transacted and no proposition carried unless a majority of the voting members votes for it. (4527-10: amend. Acts 1978, ch. 295, § 3, effective June 17, 1978.)

UNIVERSITY OF KENTUCKY

164.100. University of Kentucky recognized. — The University of Kentucky located at Lexington, is recognized as established and maintained. It is the institution that was founded under the land grant of 1862 by the congress of the United States under the corporate designation and title of "Agricultural and Mechanical College of Kentucky." The university shall be maintained by the state with such endowments, incomes, buildings and equipment as will enable it to do work such as is done in other institutions of corresponding rank, both undergraduate and postgraduate, and embracing the work of instruction as well as research. (4527-11.)

164.0282. Duties of council on higher education as to professional education preparation programs.

Compiler's Notes. Under authority of Acts 1986, ch. 361, § 17, "state board for elementary and secondary education" should be substituted for "state board of education" throughout this section, wherever it appears.

COUNCIL ON HIGHER EDUCATION

164.050. Compensation and expenses of members.

Compiler's Notes. Under authority of Acts 1986, ch. 361, § 17, "state board for elementary and secondary education" should be substituted for "state board of education" throughout this section, wherever it appears.

UNIVERSITY OF KENTUCKY

164.130. **Board of trustees.** — (1) The government of the University of Kentucky is vested in a board of trustees consisting of sixteen (16) competent citizens of Kentucky appointed by the governor, two (2) members of the faculty of the University of Kentucky, one (1) member of the teaching faculty of the community college system, and one (1) member of the student body of the University of Kentucky. The voting members of the board shall select a chairman annually. The terms of the appointed members shall be for four (4) years and until their successors are appointed and qualified. Four (4) of the sixteen (16) appointed members shall be appointed each year. Three (3) of the appointed members shall be representative of agricultural interests, three (3) shall be alumni of the university, and ten (10) shall be other distinguished citizens of the state representative of the learned professions. The governor shall so make the appointments as to divide the representation on the board as equally as possible between the two (2) leading political parties of this state. Appointments to fill vacancies shall be made for the unexpired term in the same manner as provided for the original appointments.

(2) The two (2) University of Kentucky faculty members shall be of the rank of assistant professor, or above. They shall be elected by secret ballot by all University of Kentucky faculty members of the rank of assistant professor and above. Faculty members shall serve for terms of three (3) years and until their successors are elected and qualify. Faculty members shall be eligible for reelection, but they shall be ineligible to continue to serve as members of the board of trustees if they cease to be members of the faculty of the university. Elections to fill vacancies shall be for the unexpired term in the same manner as provided for original elections.

(3) The faculty member representing the community college system shall be a teaching or research member at one of the community colleges. The community college faculty member shall be elected by secret ballot by members of the community college faculties. The community college faculty member shall serve for a three (3) year term and until a successor is elected and qualified. No community college shall have a faculty representative on the board of trustees for more than one (1) term in succession. The community college faculty member shall be ineligible to continue to serve as a member of the board of trustees if he ceases to be a member of the faculty at one of the community colleges. Election to fill a vacancy shall be made for the unexpired term in the same manner as provided for original election.

(4) The student member shall be the president of the student body of the university during the appropriate academic year. If the student member

does not maintain his position as student body president or his status as a full-time student at any time during that academic year or does not maintain his permanent residency in the Commonwealth of Kentucky, a special election shall be held to select a full-time student who does maintain permanent residency in this Commonwealth as the student member. The student member shall serve for a term of one (1) year beginning with the first meeting of the fiscal year which contains that academic year.

(5) No member of the administrative staff of the university shall be directly or indirectly interested in any contract with the university for the sale of property, materials, supplies, equipment or services, with exception of compensation to the three (3) faculty members.

(6) The number of student and employe trustees of the University of Kentucky elected to the board shall not exceed four (4). (Repealed, reenact. and amend. Acts 1988, ch. 53, § 1, effective July 15, 1988.)

Legislative Research Commission Note. Acts 1988, ch. 53, § 4, provides: "Any person who has been appointed for a six (6) year term on a university governing board shall serve four (4) years from the date of his appointment, at which time his term of office shall expire. The term of office of any person who on the effective date of this Act has served in excess of four (4) years shall expire on the effective date of this Act or when his successor is appointed and qualified. Nothing in this Act shall affect the validity of any action taken by a board at the time when the composition of the board included members who had served in excess of four (4) years."

Cited: Lexington Herald-Leader Co. v. University of Ky. Presidential Search Comm., 732 S.W.2d 884 (Ky. 1987).

164.283. Student academic records confidential — Exceptions. — (1) As used in this section unless the context otherwise requires:

(a) "Academic" means a student's official record of academic performance, including, but not limited to transcript of grades or other action taken by the institution directly related to academic performance. The term "academic" does not include any nonacademically-related action the institution may take.

(b) "Universities and colleges" means all public supported institutions of higher learning in Kentucky.

(c) "Institution" means all public supported institutions of higher learning in Kentucky.

(2) All student academic records shall be confidential, with the exception of the exemptions stated in subsections (3) to (9) of this section, and shall not be released by any public supported institution of higher education in Kentucky, to any person, organization, institution, group or agency, except with the express consent of the individual student. This confidentiality shall apply only to student academic records, including, but not limited to official transcript of grades.

(3) All student academic records shall be made available upon request to any agency of the federal or state government for the purpose of determining a student's eligibility for military service, and shall include making such records available to local draft boards. This authority shall be limited only to determining the student's eligibility for military service and shall not be extended, except with the individual student's consent as specified in subsection (2) of this section.

(4) Any institution may provide the legal parents of any student under twenty-one (21) years of age with a copy of the student's academic record.

(5) All student academic records shall be made available to any federal, state, or local law enforcement agency and any court of law upon request or issuance of a subpoena.

(6) All student academic records shall be made available upon request to any grantor of scholarships or loans based upon the maintenance of a satisfactory level of scholarship, but shall be for the official use of the grantors only.

164.140. Selection of alumni trustees. — The board of trustees of the university shall prescribe the method by which the alumni may, at their annual meeting or at a special meeting called for that purpose, nominate to the governor three (3) persons from whom the alumni members shall be appointed. No alumnus shall be permitted to vote for the nomination of alumni trustees in the year in which he secures his degree. If the alumni fail to make nominations to the governor for any year in which nominations are to be made, the governor shall for that year appoint the alumni trustees from the entire alumni, a list of which shall be provided by the secretary of the alumni association. (4527-13.)

Collateral References. 14 C.J.S., Colleges and Universities, § 17.

164.150. Trustees not public officers — Exception. — No member of the board of trustees shall be held to be a public officer by reason of his membership on the board except as provided in KRS 45A.335 for the purpose of KRS 45A.340. (4527-13: amend. Acts 1978, ch. 392, § 4, effective June 17, 1978; 1980, ch. 188, § 123, effective July 15, 1980.)

Cited: Reynolds v. Board of Educ., 311 Ky. 458, 224 S.W.2d 442 (1949).

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, § 14.

14 C.J.S., Colleges and Universities, § 18.

164.160. Trustees constitute body corporate — Power to receive and administer revenue and property. — The board of trustees shall be a body corporate, under the name of board of trustees of the University of Kentucky, with the usual corporate powers, and shall possess all the immunities, rights, privileges and franchises usually attaching to the governing bodies of educational institutions. It may receive, hold and administer, on behalf of the university, subject to the conditions attached, all revenues accruing from endowments, appropriations, allotments, grants or bequests, and all types of property. (4527-18.)

Opinions of Attorney General. The governing bodies of the state university and colleges, under their power of appointment and their power to operate the institutions, have an area of reasonable discretion in effecting payment of recruiting expenses such as travel and lodging, whether those interviewed are employed or not, out of funds labelled "general expense." OAG 64-421.

NOTES TO DECISIONS

1. Authority of Trustees.

Appropriation of sum of money for general purpose of capital outlay at University of Kentucky was not invalid by reason of not being sufficiently specific, since the appropriation must be considered in the light of the authority given the board of trustees to determine, in the exercise of a reasonable discretion, the needs and requirements of the University and to make the necessary expenditures. Commonwealth ex rel. Meredith v. Johnson, 292 Ky. 288, 166 S.W.2d 409 (1942).

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, § 3.

14 C.J.S., Colleges and Universities, § 18.

164.165. University may operate printing plant. — The University of Kentucky, a state educational institution of higher learning which has an established printing plant therein and which is engaged in the publication of scholarly works as a related educational activity, may engage in the usual activities related to editing and publishing such scholarly works, including the printing thereof, for persons, or entities, engaged in any phase of higher education or related activities. (Enact. Acts 1966, ch. 130.)

Collateral References. 14 C.J.S., Colleges and Universities, § 6.

164.170. Meetings of board — Quorum — Expenses — Public character. — (1) The board of trustees of the university shall meet on Tuesday preceding the regular annual commencement of the university, on the third Tuesday in September, on the second Tuesday in December, and on the first Tuesday in April of each year. Special meetings may be called by the chairman or by any three (3) members upon giving ten (10) days' written notice to each member of the board of trustees. The business to be transacted at special meetings shall be specified in the notice of the meeting. All meetings shall be held on the campus of the university unless otherwise specified by a majority vote of the board of trustees. A majority of the voting members of the board of trustees shall constitute a quorum. All necessary expenses incurred by the trustees in going to, returning from and while attending meetings of the board of trustees shall be paid out of the funds of the university.

(2) The meetings of the board of trustees shall be open to the public. The board of trustees shall cause a stenographic transcript of each of its meetings to be prepared and filed. An agenda for each of the meetings shall be sent to each member of the board of trustees and a copy thereof made available to the press. (4527-14 to 4527-16: amend. Acts 1960, ch. 112, § 2.)

Opinions of Attorney General. Under subsection (2) of this section, the provision of an agenda for both voting and nonvoting members of the board is mandatory. OAG 70-199.

This section applies to the meetings, regular or special, mentioned in subsection (1) of this section, but not to any other assembly of the board of trustees where no formal action is taken and, specifically, the mandate that meetings shall be open to the public does not apply to the assembling of the board for lunch and informal discussion, but what is mandated is that all meetings, regular and special, where official decisions are made and recorded, shall be open to the public. OAG 73-214.

164.180. Officers of board — Bylaws. — The board of trustees may elect a vice-chairman and such other officers as it deems wise, and may make such bylaws, rules and regulations consistent with this chapter as it deems proper. (4527-17.)

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, § 5.

164.190. Executive committee. — The board of trustees shall annually elect an executive committee of five (5) members, which shall have the powers that the board delegates to it. The executive committee shall submit to the board of trustees at each meeting, for its consideration and approval, a complete record of the proceedings of the executive committee. The authority of the board to revise the acts of the executive committee does not extend to the rejection of any valid or any authenticated expenditure of money by the executive committee. (4527-27.)

164.200. Regulations for university — Physical training and discipline of students. — The board of trustees may establish proper regulations for the government of the university and the physical training, military or otherwise, of the students. It may authorize the suspension and dismissal of students for neglect or violation of the regulations, or for other conduct prejudicial to the character and welfare of the university. (4527-20.)

Opinions of Attorney General. Failure of a grand jury to indict a student did not constitute a bar to disciplinary action administered by the university for the conduct complained of. OAG 69-357.

The establishment of regulations which may limit the access of students and/or nonstudents to the campus, or which may condition their access upon certain reasonable requirements based upon the necessity for preservation of order and/or protection of students, staff or facilities is a proper exercise of the board's legal authority. OAG 69-357.

There can be no question of double jeopardy involved in the meting out of disciplinary action by a state university for conduct which is also prosecuted in the courts as a violation of state and/or federal law. OAG 69-357.

Where there was no apparent abuse of discretion on the part of the editor of the university yearbook, no action would lie for the misuse of public funds where the subscribers to the yearbook objected to its content. OAG 70-496.

Where the obscenity in a student publication would appear to offend the university code's standards of conduct for a student free press and the standards for student conduct, the university is properly within its lawful authority in refusing to accede to the request for university distribution of the publication. OAG 70-790.

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, §§ 22, 25.

14 C.J.S., Colleges and Universities, §§ 3, 24, 26.

164.210. Colleges, departments and bureaus determined by trustees. — The trustees may determine from time to time the colleges, schools, divisions, departments, bureaus and offices which the university shall comprise within the scope of the acts of congress approved July 2, 1862, and acts supplementary thereto, and the relation which each division shall sustain to each other division and to the whole. They may devise, allot and arrange the distribution of divisions with the designation appropriate for each, and devise the means required for their effective instruction, administration and government. They may do all other acts that are needful for the welfare of the university. (4527-21.)

Cross-References. Kentucky geological survey established at university, KRS 151.010.

Collateral References. 14 C.J.S., Colleges and Universities, § 18.

164.220. Appointment, salaries and retirement benefits of university personnel. — (1) The board of trustees may appoint a president, professors, assistants, tutors and other personnel and determine the compensation, duties and official relations of each. In the appointment of presidents, professors or instructors no preference shall be shown to any religious denomination.

(2) The board of trustees shall provide the compensation for all positions created and filled by the board. In addition thereto the board may provide for employe retirement benefits and such other employe benefits as are related to the respective employments and services rendered.

(3) The board of trustees may establish and maintain such retirement plan or plans as it may deem to be for the best interests of the University of Kentucky, including, but without limitation, the retirement ages, the benefits of such employes including group insurance, annuities, establishment of a trust fund or funds; and, the amounts to be paid or contributed by such employes and the amounts to be paid or contributed by the University of Kentucky and other appropriate terms and provisions with respect thereto. (4527-21, 4527-24: amend. Acts 1964, ch. 82.)

Cross-References. Social security coverage for employes of state colleges, KRS 61.435.

Opinions of Attorney General. The governing bodies of the state university and colleges, under their power of appointment and their power to operate the institutions, have an area of reasonable discretion in effecting payment of recruiting expenses such as travel and lodging, whether those interviewed are employed or not, out of funds labelled "general expense." OAG 64-421.

Cited: Board of Trustees v. Public Employes Council No. 51, 571 S.W.2d 616 (Ky. 1978); Fayette County Educ. Ass'n v. Hardy, 626 S.W.2d 217 (Ky. Ct. App. 1980).

Collateral References. 15A Am. Jur. 2d, Colleges and Universities, § 11.

14 C.J.S., Colleges and Universities, §§ 20-22.

164.225. Board to have exclusive jurisdiction of appointments, qualifications, compensation, promotions and retirement programs. — Anything in any statutes of the Commonwealth to the contrary notwithstanding, the power over and control of appointments, qualifications, salaries and compensation payable out of the state treasury or otherwise, promotions and official relations of all employes of the University of Kentucky, as provided in KRS 164.220, and, subject to any restrictions imposed by general law, the retirement ages and benefits of such employes, shall be under the exclusive jurisdiction of the board of trustees of the University of Kentucky, which shall be an independent agency and instrumentality of the Commonwealth. (Enact. Acts 1952, ch. 28, § 1.)

Kentucky Law Journal. Kentucky Law Survey, Hanley and Schwemm, Education: Teacher's Rights, 67 Ky. L.J. 721 (1978-1979).

Northern Kentucky Law Review. Zielke, Public Sector Labor Law in Kentucky, 6 N. Ky. L. Rev. 327 (1979).

Opinions of Attorney General. The governing bodies of the state university and colleges, under their power of appointment and their power to operate the institutions, have an area of reasonable discretion in effecting payment of recruiting expenses such as travel and lodging, whether those interviewed are employed or not, out of funds labelled "general expense." OAG 64-421.

Cited: Board of Trustees v. Public Employes Council No. 51, 571 S.W.2d 616 (Ky.

1978); Fayette County Educ. Ass'n v. Hardy, 626 S.W.2d 217 (Ky. Ct. App. 1980).

Collateral References. 15A Am. Jur. 2d. Colleges and Universities, § 11.

14 C.J.S., Colleges and Universities, § 18.

164.230. Removal of professors, officers and employes. — The board of trustees has full power to suspend or remove any of the officers, teachers, professors or agents that it is authorized to appoint, but no president, professor or teacher shall be removed except for incompetency, neglect of or refusal to perform his duty, or for immoral conduct. A president, professor or teacher shall not be removed until after ten (10) days' notice in writing, stating the nature of the charges preferred, and after an opportunity has been given him to make defense before the board by counsel or otherwise and to introduce testimony which shall be heard and determined by the board. (4527-21, 4527-22.)

Kentucky Law Journal. Comments. The Dismissal of Public School Teachers for Aberrant Behavior, 64 Ky. L.J. 911 (1975-76).

Cited: Board of Trustees v. Public Employes Council No. 51, 571 S.W.2d 616 (Ky. 1978); Fayette County Educ. Ass'n v. Hardy, 626 S.W.2d 217 (Ky. Ct. App. 1980).

Collateral References. 15A Am. Jur. 2d. Colleges and Universities, §§ 5, 11-13.

14 C.J.S., Colleges and Universities, §§ 17, 21.

164.240. Degrees granted by trustees. — The board of trustees may grant degrees to graduates of the university, prescribe conditions upon which postgraduate honors may be obtained, and confer such honorary degrees, upon the recommendation of the faculty of the university, as it thinks proper. (4527-25.)

Cross-References. State Theatre of Kentucky, college accreditation, KRS 153.110

Collateral References. 15A Am. Jur. 2d. Colleges and Universities, §§ 1, 5, 28, 29

14 C.J.S., Colleges and Universities, §§ 2, 8, 18.

164.250. Report to legislature. — The board of trustees shall make a full report to the general assembly, within the first month of each regular session, of the condition and operation of the university since the date of the previous report, with such recommendations concerning the university as are deemed necessary. (4527-26.)

Cross-References. Reports to be made to State Board of Education, KRS 157.060.

Collateral References. 14 C.J.S., Colleges and Universities, § 18.

164.260. Purchase or condemnation of property. — The board of trustees may acquire additional lands or other property or material for the purpose of expanding the plant and extending its usefulness. When unable to contract with the owner of land or other property or material necessary for the purposes of the university, it may acquire the same by condemnation proceedings in the manner provided in the Eminent Domain Act of Kentucky. (4527-19: amend. Acts 1976, ch. 140, § 68.)

Cross-References. Commonwealth to be named as grantee of property, KRS 56.030.

Eminent Domain Act of Kentucky, KRS 416.540 to 416.680.

Collateral References. 14 C.J.S., Colleges and Universities, §§ 11, 14.

164.270. Sale of realty — When authorized. — Whenever any real estate held by the Commonwealth for the use or benefit of the University or the Kentucky agricultural experiment station is, in the opinion of the board of trustees of the University, no longer necessary for the purpose of the University or more suitable for some other use consistent with the interests of the University, the board of trustees may, with the approval of the governor, sell or otherwise dispose of such real estate. Such disposition shall be made in accordance with KRS 45.360. This section does not authorize the sale of any real estate situated in the city of Lexington within the area bounded by Winslow Street or Euclid Avenue on the north, Rose Street on the east, Graham Avenue, Graham Avenue extended, and Washington Avenue on the south, and Limestone Street on the west. (4636L-1; amend. Acts 1966, ch. 132, § 1.)

Collateral References. 14 C.J.S., Colleges and Universities, § 14.

164.280. Treasurer of university. — The treasurer of the university shall keep an itemized account of receipts and expenditures, and shall pay out no money except on authorization of the board of trustees, given directly or through its executive committee. He shall render to the executive committee monthly statements of receipts and expenditures, and amount on hand, and a full detailed statement, with vouchers, for the information and action of the board of trustees at its regular annual meeting, and at other periods when required. (4527-28; amend. Acts 1946, ch. 27, § 42.)

Cross-References. Budget and financial administration, Ch. 45.

Reports of financial condition to be made to State Board of Education, KRS 157.060.

164.283. Student academic records confidential — Exceptions. — (1) As used in this section unless the context otherwise requires:

(a) "Academic" means a student's official record of academic performance, including, but not limited to transcript of grades or other action taken by the institution directly related to academic performance. The term "academic" does not include any nonacademically-related action the institution may take.

(b) "Universities and colleges" means all public supported institutions of higher learning in Kentucky.

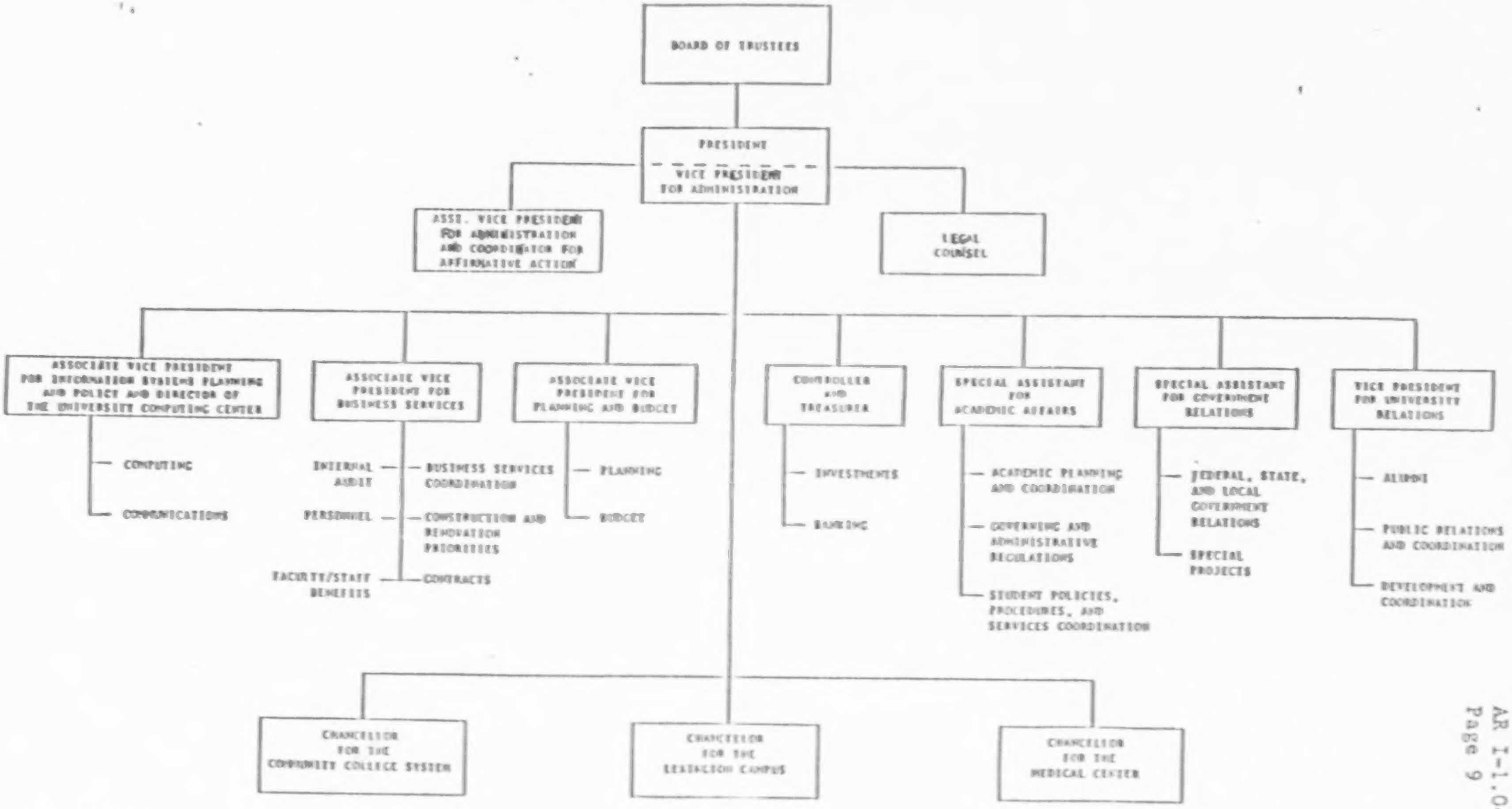
(c) "Institution" means all public supported institutions of higher learning in Kentucky.

(2) All student academic records shall be confidential, with the exception of the exemptions stated in subsections (3) to (9) of this section, and shall not be released by any public supported institution of higher education in Kentucky, to any person, organization, institution, group or agency, except

NOTE: ORGANIZATION CHART IS CURRENTLY BEING UPDATED.

B. ORGANIZATION CHART FOR CENTRAL ADMINISTRATION INCLUDING ITS RELATIONSHIP TO THE BOARD OF TRUSTEES AND THE CHANCELLORS

Chart 8


BOARD OF TRUSTEES
PRESIDENT
VICE PRESIDENT FOR ADMINISTRATION
ASST. VICE PRESIDENT FOR ADMINISTRATION AND COORDINATOR FOR AFFIRMATIVE ACTION
LEGAL COUNSEL
ASSOCIATE VICE PRESIDENT FOR INFORMATION SYSTEMS PLANNING AND POLICY AND DIRECTOR OF THE UNIVERSITY COMPUTING CENTER
COMPUTING
COMMUNICATIONS
ASSOCIATE VICE PRESIDENT FOR BUSINESS SERVICES
INTERNAL AUDIT
PERSONNEL
FACULTY/STAFF BENEFITS
BUSINESS SERVICES COORDINATION
CONSTRUCTION AND RENOVATION PRIORITIES
CONTRACTS
ASSOCIATE VICE PRESIDENT FOR PLANNING AND BUDGET
PLANNING
BUDGET
CONTROLLER AND TREASURER
INVESTMENTS
BANKING
SPECIAL ASSISTANT FOR ACADEMIC AFFAIRS
ACADEMIC PLANNING AND COORDINATION
GOVERNING AND ADMINISTRATIVE REGULATIONS
STUDENT POLICIES, PROCEDURES, AND SERVICES COORDINATION
SPECIAL ASSISTANT FOR GOVERNMENT RELATIONS
FEDERAL, STATE, AND LOCAL GOVERNMENT RELATIONS
SPECIAL PROJECTS
VICE PRESIDENT FOR UNIVERSITY RELATIONS
ALUMNI
PUBLIC RELATIONS AND COORDINATION
DEVELOPMENT AND COORDINATION
CHANCELLOR FOR THE COMMUNITY COLLEGE SYSTEM
CHANCELLOR FOR THE LEXINGTON CAMPUS
CHANCELLOR FOR THE MEDICAL CENTER

B. ADMINISTRATIVE ORGANIZATION CHART FOR THE COMMUNITY COLLEGE SYSTEM

Chart 9

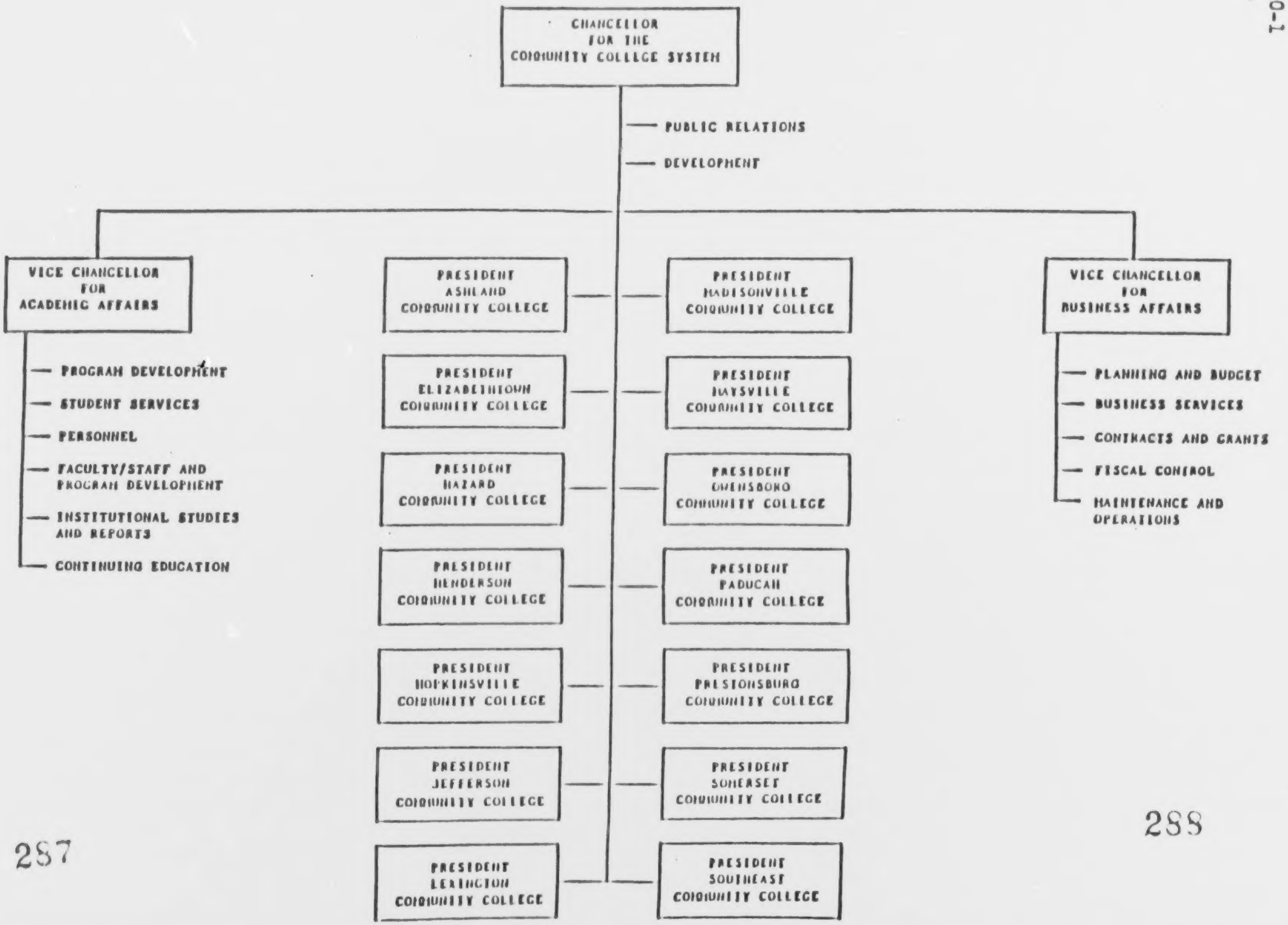

CHANCELLOR FOR THE COMMUNITY COLLEGE SYSTEM
PUBLIC RELATIONS
DEVELOPMENT
VICE CHANCELLOR FOR ACADEMIC AFFAIRS
PROGRAM DEVELOPMENT
STUDENT SERVICES
PERSONNEL
FACULTY/STAFF AND PROGRAM DEVELOPMENT
INSTITUTIONAL STUDIES AND REPORTS
CONTINUING EDUCATION
PRESIDENT ASHLAND COMMUNITY COLLEGE
PRESIDENT ELIZABETHTOWN COMMUNITY COLLEGE
PRESIDENT HAZARD COMMUNITY COLLEGE
PRESIDENT HENDERSON COMMUNITY COLLEGE
PRESIDENT HOPKINSVILLE COMMUNITY COLLEGE
PRESIDENT JEFFERSON COMMUNITY COLLEGE
PRESIDENT LEXINGTON COMMUNITY COLLEGE
PRESIDENT MADISONVILLE COMMUNITY COLLEGE
PRESIDENT MAYSVILLE COMMUNITY COLLEGE
PRESIDENT OWENSBORO COMMUNITY COLLEGE
PRESIDENT PADUCAH COMMUNITY COLLEGE
PRESIDENT PRESTONSBURG COMMUNITY COLLEGE
PRESIDENT SOMERSET COMMUNITY COLLEGE
PRESIDENT SOUTHEAST COMMUNITY COLLEGE
VICE CHANCELLOR FOR BUSINESS AFFAIRS
PLANNING AND BUDGET
BUSINESS SERVICES
CONTRACTS AND GRANTS
FISCAL CONTROL
MAINTENANCE AND OPERATIONS

Chart 10

Sample Organizational Chart For a Community College

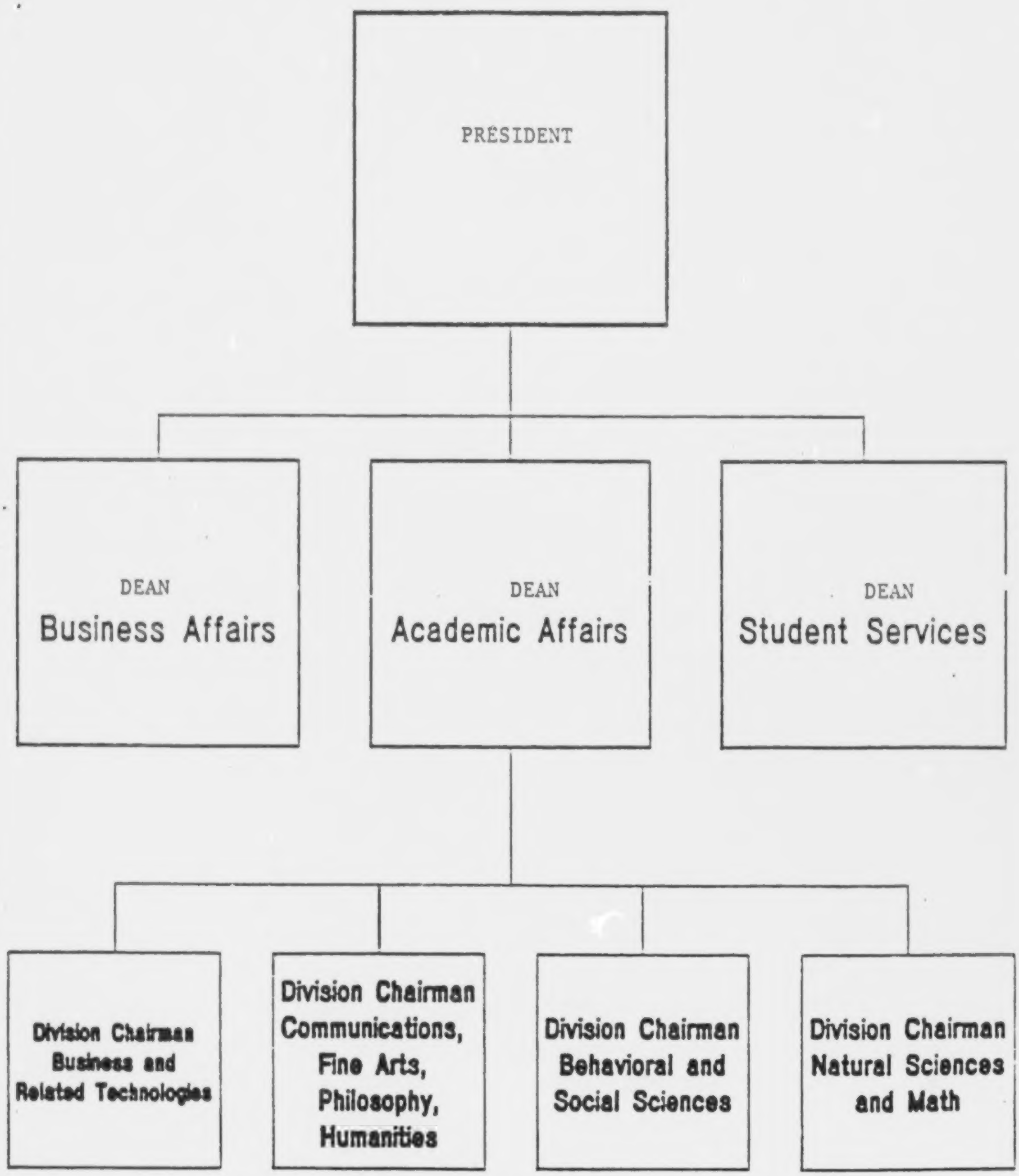
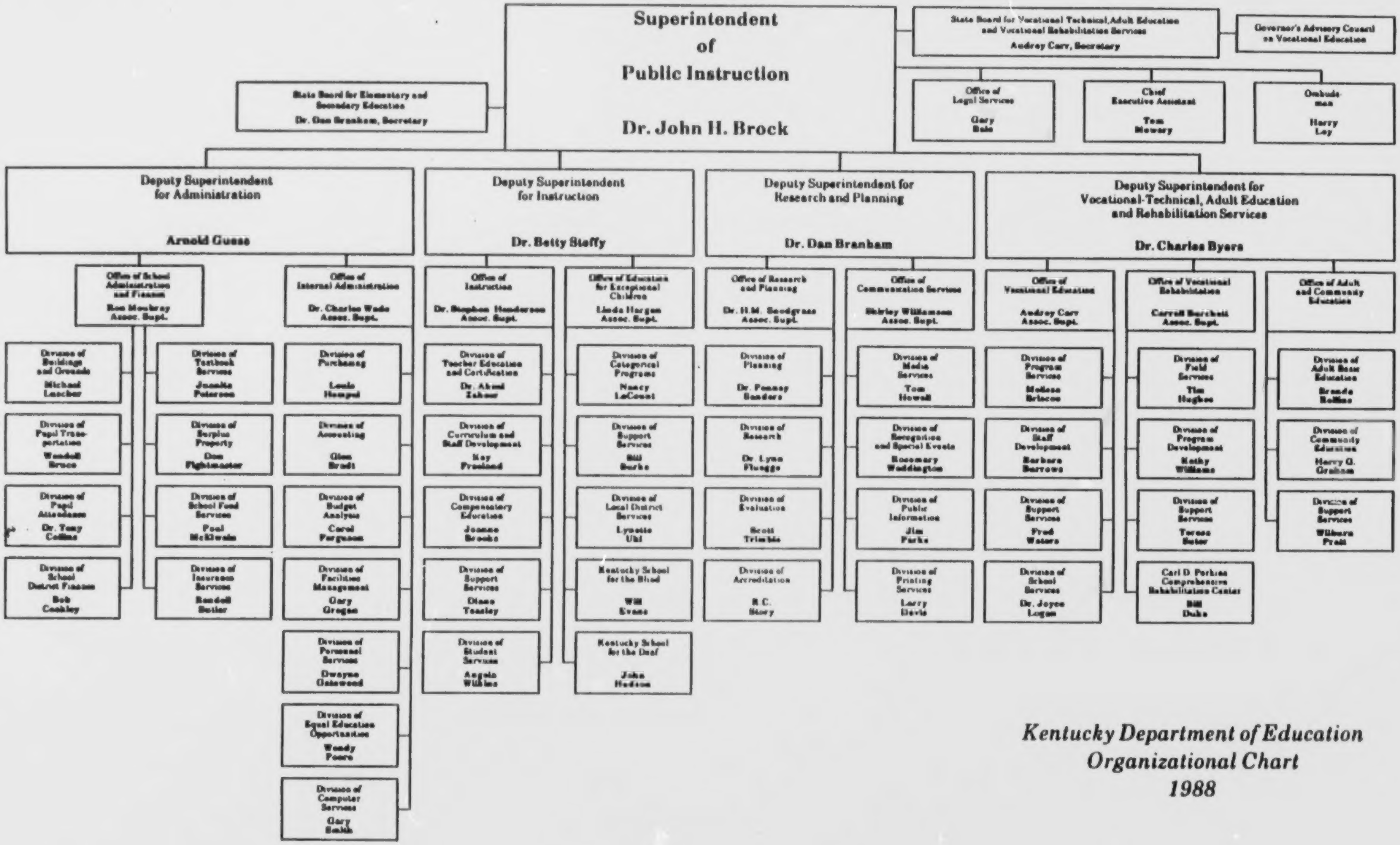

PRESIDENT
DEAN
Business Affairs
DEAN
Academic Affairs
DEAN
Student Services
Division Chairman
Business and
Related Technologies
Division Chairman
Communications,
Fine Arts,
Philosophy,
Humanities
Division Chairman
Behavioral and
Social Sciences
Division Chairman
Natural Sciences
and Math

Chart 11


Superintendent of Public Instruction
Dr. John H. Brock
State Board for Elementary and Secondary Education
Dr. Dan Branham, Secretary
State Board for Vocational Technical, Adult Education and Vocational Rehabilitation Services
Audrey Carr, Secretary
Governor's Advisory Council on Vocational Education
Office of Legal Services
Gary Bale
Chief Executive Assistant
Tom Mowery
Ombudsman
Harry Ley
Deputy Superintendent for Administration
Arnold Guess
Office of School Administration and Finance
Ron Moubray
Assoc. Supt.
Division of Buildings and Grounds
Michael Leacher
Division of Pupil Transportation
Wendell Bruce
Division of Pupil Attendance
Dr. Tony Collins
Division of School District Finance
Bob Conkley
Division of Textbook Services
Juanita Peterson
Division of Surplus Property
Don Flightmaster
Division of School Food Services
Paul McElwain
Division of Insurance Services
Randall Butler
Office of Internal Administration
Dr. Charles Wade
Assoc. Supt.
Division of Purchasing
Louis Hempel
Division of Accounting
Glen Bradt
Division of Budget Analysis
Carol Ferguson
Division of Facilities Management
Gary Grogan
Division of Personnel Services
Dwayne Gatewood
Division of Equal Education Opportunities
Wendy Poore
Division of Computer Services
Gary Smith
Deputy Superintendent for Instruction
Dr. Betty Steffy
Office of Instruction
Dr. Stephen Henderson
Assoc. Supt.
Division of Teacher Education and Certification
Dr. Ahmad Zaheer
Division of Curriculum and Staff Development
Kay Freeland
Division of Compensatory Education
Joanne Brooks
Division of Support Services
Diane Teasley
Division of Student Services
Angela Wilkins
Office of Education for Exceptional Children
Linda Hargan
Assoc. Supt.
Division of Categorical Programs
Nancy LaCount
Division of Support Services
Bill Burke
Division of Local District Services
Lynette Uhl
Kentucky School for the Blind
Will Evans
Kentucky School for the Deaf
John Hudson
Deputy Superintendent for Research and Planning
Dr. Dan Branham
Office of Research and Planning
Dr. H.M. Snodgrass
Assoc. Supt.
Division of Planning
Dr. Penney Sanders
Division of Research
Dr. Lynn Pluegge
Division of Evaluation
Scott Trimble
Division of Accreditation
R.C. Story
Office of Communication Services
Shirley Williamson
Assoc. Supt.
Division of Media Services
Tom Howell
Division of Recognition and Special Events
Rosemary Waddington
Division of Public Information
Jim Parks
Division of Printing Services
Larry Davis
Deputy Superintendent for Vocational-Technical, Adult Education and Rehabilitation Services
Dr. Charles Byers
Office of Vocational Education
Audrey Carr
Assoc. Supt.
Division of Program Services
Melissa Briscoe
Division of Staff Development
Barbara Burrows
Division of Support Services
Fred Waters
Division of School Services
Dr. Joyce Logan
Office of Vocational Rehabilitation
Carroll Burchett
Assoc. Supt.
Division of Field Services
Tim Hughes
Division of Program Development
Kathy Williams
Division of Support Services
Teresa Suter
Carl D. Perkins Comprehensive Rehabilitation Center
Bill Duke
Office of Adult and Community Education
Division of Adult Basic Education
Brenda Rollins
Division of Community Education
Harry O. Graham
Division of Support Services
Wilburn Pratt

Kentucky Department of Education
Organizational Chart
1988

Table 16

STATE AND LOCAL LEVEL BOARDS FOR PUBLIC COMMUNITY COLLEGES, 1989

Type I	Type II	Type III	Type IV
Boards Responsible for Community Colleges Only	Boards Responsible for All Higher Education	Boards Responsible for University System	Boards Responsible for All Levels of Education
Alabama	Georgia*	Alaska	Florida*
Arizona*	Indiana	Hawaii	Idaho*
Arkansas*	Louisiana	Kentucky	Michigan*
California*	Maine	Nevada	Montana*
Colorado*	Massachusetts	New York*	Oregon*
Connecticut*	New Jersey*		Pennsylvania*
Delaware	New Mexico*		
Illinois*	North Dakota		
Iowa*	Ohio*		
Kansas*	Oklahoma*		
Maryland*	Rhode Island		
Minnesota	South Dakota		
Mississippi*	Tennessee		
Missouri*	Texas*		
Nebraska*	Utah		
New Hampshire	West Virginia		
North Carolina*	Wisconsin*		
South Carolina*			
Vermont			
Virginia			
Washington*			
Wyoming*			
Totals 22	17	5	6

*Community colleges within these states also have local governing boards.

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Kentucky Revised Statutes, 156.032. Vol. 7, 1988.

Kentucky Revised Statutes, 156.035. Vol. 7, 1988.

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Kentucky Revised Statutes, 164.020. Vol. 7A, 1987.

Kentucky Revised Statutes, 164.030. Vol. 7A, 1987.

Kentucky Revised Statutes, 164.130. Vol. 7A, 1987.

Kentucky Revised Statutes, 164.160. Vol. 7A, 1987.

Kentucky Revised Statutes, 164.170. Vol. 7A, 1987.

Kentucky Revised Statutes, 164.200. Vol. 7A, 1987.

Kentucky Revised Statutes, 164.210. Vol. 7A, 1987.

Kentucky Revised Statutes, 164.220. Vol. 7A, 1987.

Kentucky Revised Statutes, 164.230. Vol. 7A, 1987.

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APPENDIX

The President of the University

The President of the University is appointed by the Board of Trustees with the advice of a joint committee. The committee consist of five Board members, three full-time teaching and/or research faculty of the University System, one member of the full-time teaching faculty of the Community College System, and one full-time student. The committee provides opportunity for discussion between presidential candidates and representative administrative, faculty, and student groups.

In the *Governing Regulations*, the Board of Trustees has delegated certain responsibilities to the President with respect to the operation of the University System and the Community College System in order to provide for the responsible and efficient administration of the Systems and the accomplishment of their goals. As the chief administrative officer of the University, including the Community College System, the President is authorized by the Board to put in force the *Administrative Regulations* and the *Personnel Policy and Procedure Manual*, which provide interpretation and implementation of the *Governing Regulations*.

The President has full authority and responsibility over the administration of the academic, business, and fiscal operations of the University. The President makes recommendations relating to the general policies of the institution and to the maintenance of coordination among its several functions. Either directly or through the various officers, it is the President's duty to supervise and administer all phases of the University's operations, both business and academic, including all departments, divisions, and colleges.

The President is responsible for the biennial budget request and the annual budget for approval by the Board of Trustees. The President is responsible for the administration of the annual budget after approval by the Board.

The President may delegate responsibilities to other members of the administrative staff or faculty; however delegation of major areas of authority or responsibility require prior consent of the Board of Trustees.

The President is the non-voting representative of the University on the Council on Higher Education.

The President serves as the official medium of communication between the Board of Trustees, on the one hand, and the University Senate, the Senate of the Community College System, administrative officers, individual members of the faculty and staff, student organizations, and students on the other. The President is also responsible for official relationships with federal, state, and local government agencies.

The President's central administrative staff include the following offices:

- Vice President for Administration
- Vice President for University Relations
  - Alumni Relations
  - Development
  - Public Information
- Associate Vice President for Business Services
  - Management and Organizational Analysis
    - Internal Audit
  - Personnel Policy and Procedures Administration
- Associate Vice President for Information Systems Planning and Policy and Director of the University Computing Center
- Associate Vice President for Planning and Budget
- Assistant Vice President for Administration and Coordinator for Affirmative Action
- Special Assistant for Academic Affairs
- Special Assistant for Government Relations
- Controller and Treasurer
- Legal Counsel

The offices listed above are responsible for the coordination of academic, student, business, and administrative services across the three chancellor sectors.

The Chancellor for the Community College System

The Chancellor for the Community College System is one of three chancellor sectors--the other two being Chancellor for the Lexington Campus, and the Chancellor for the Medical Center. The chancellors are appointed by the Board of Trustees, acting upon recommendation of the President. The President receives advice from search committees prior to making recommendations to the Board. The chancellors are responsible to the President and have delegated authority from the President. They have broad discretion in planning and day-to-day decisions affecting their respective sectors.

As the principal academic and administrative officer of the Community College System, the Chancellor for the Community College System is responsible for the administration of the academic and fiscal operation of the System. The Chancellor has the responsibility to supervise all phases of the Community College System operation. These include personnel, planning and budget, academic programs, computing, construction and renovation plans, maintenance and operation of facilities, development, information services, student policies, procedures, and services, compliance with affirmative action policies and procedures, contracts, and management of the communication systems for the community colleges outside of Lexington.

The Chancellor relates the community college program to the communities in the State through relationships with local college advisory boards, through media, through relationships with community groups and individuals, and through relationships with state and federal agencies and departments that are concerned with community colleges.

In addition to the above authority and responsibilities, the Chancellor for the Community College System serves as Chairman of the Community College Senate and the Community College Council and as ex officio member of all community college faculties and systemwide committees.

There are two vice chancellors in the administrative organization of the Community College System who report directly to the Chancellor. Other staff members within the Community College System Central Office who assist in coordinating the activities of the community colleges are the Business Officer, Senior Budget Analyst, two Coordinators of Maintenance and Operations, Personnel Officer, Coordinator of Research and Program Planning, Institutional Studies and Reports Officer, Coordinator of Faculty and Program Development, Systems Analyst, Coordinator of Resource Development, Coordinator of Program Planning and Development, and Coordinator of Student Services.

The Presidents of the Community Colleges

From the Chancellor of the Community College System, the line of authority passes to the presidents of the community colleges who are designated as the chief academic and administrative officers of the colleges. It is the president's responsibility to see that the Governing Regulations, the Administrative Regulations, and the Rules of the Senate of the Community College System are enforced.

As indicated in the Governing Regulations, the president, along with the faculty of the community college, is responsible for the development and implementation of the instructional program of the college. The president is responsible for the curricula, quality of instruction, assignment of duties, and for the service provided by the faculty of the college.

The president is responsible for the review and completion of the performance evaluations of faculty and staff after recommendations are made by the division chairmen or other administrative personnel of the college.

The president is responsible for recommendations on salaries, salary changes, appointments, reappointments, terminal appointments, decisions not to reappoint, post-retirement appointments, promotions, and granting of tenure for members of the college.

The president is responsible for administering the requirements and regulations of the community college concerning the admission, probation, and dismissal of students.

The preparation of the budget request for the college is the responsibility of the president, as well as the business and financial operation of the college and the maintenance and operation of the physical plant.

Additionally, it is the responsibility of the president to relate the college program to the community. This is done through relationships with the advisory board, use of public information media, and working with community groups and individuals.

The Governing Regulations specify that recommendations on the appointment of the chief administrative officers be made after advice from search committees. A search committee for a president of a community college is appointed by the Chancellor for the Community College System after consulting with the faculty of the college.

The Community College Deans

The organizational pattern at the college level, in addition to the president, includes a dean for academic affairs, a dean for business affairs, and a dean for student affairs. These three positions are not included in the

Governing Regulations, and thus the duties and responsibilities may vary somewhat at the colleges. Generally, the dean for academic affairs assists the president in the administration of the academic program of the college and provides supervision, guidance, and assistance to the faculty, librarians, and counselors. The dean for business affairs assists the president in the administration of business, finance, and budget matters of the college. The dean for student affairs assists the president with the supervision and coordination of activities in the area of student services, including student records data base, admissions, registration, orientation, financial aid, etc.

The Division Chairman in the Community College System

The division chairman serves as chairman of the division faculty--i.e., Humanities, Physical Sciences/Engineering Technologies, etc. As an intermediary between the administration and division faculty, the chairman is responsible to the president or the president's designee--the dean for academic affairs. The division chairman plays a very major administrative role in the System, and the duties and responsibilities of the position are described in the Governing Regulations.

The chairman assists in developing policies regarding the implementation and revision of programs and courses and assists in the preparation of class and teaching schedules. The chairman has administrative responsibility for implementing the division's program.

The chairman is responsible for advising the president on the appointment of new members of the division, promotions, reappointments, terminal appointments, decisions not to reappoint, post-retirement appointments, and the granting of tenure after consultation with the tenured faculty of the division.

The division chairman is responsible for the periodic evaluation of division members and makes recommendations to the President, who makes final decisions about such evaluations. The division chairman is also responsible for preparing the budget request for the division, and advising on salaries.

In the execution of the major administrative functions, the chairman seeks the advice of division members. If the chairman departs from the opinion of the divisional faculty, the chairman must communicate the faculty opinion as well as the chairman's advice, with the reasons for differing.

The president of a community college appoints a search committee for the position of division chairman, after consulting with at least the tenured faculty members of the division. The division chairman is appointed for a three-year term, and normally can serve for no more than two consecutive terms.

RESOURCES

Introduction

The University of Kentucky Community College System fulfills th threefold mission mandated by the General Assembly (Kentucky Revised Statutes 164.580) and therein serves the citizens of the Commonwealth. Serving 33,063 credit students in one semester (headcount enrollment Fall, 1988), and over 250,000 individuals through continuing education/community service during the year (1988) requires efficient use of available resources. The resources of the System include personnel (faculty and staff), instructional resources and technology, facilities, and funding. In order to plan for future growth and expansion and insure maximum use of available resources, a detailed planning process is in use to establish long-range goals and short-range objectives. A description of the process will be included in the overview paper on "Evaluating the Effectiveness of Community Colleges." In order to present a clear picture of the current resources available to the community colleges, information concerning each resource category is provided in the following paragraphs.

Personnel

The work force of the University of Kentucky Community College System consists of faculty and staff employees.

The faculty employee group, which has academic rank, is referred to as Group A and includes teaching faculty, librarians and counselors. Academic ranks in the Community College System include Instructor, Assistant Professor, Associate Professor, Professor, and other ranks that are equivalent--i.e., Librarian IV, Librarian III, Librarian II, and Librarian I (AR II-5.0-2). As defined in the Personnel Policy and Procedure Manual, the primary (more than 50 percent) assignments of employees with academic rank are in teaching, and/or public service. During an academic year, a "typical" community college faculty member spends about 85 percent of his or her time on teaching activities, 10 percent on student guidance-advising activities, 3 percent on continuing education (teaching non-credit short courses) and community service, and 2 percent on professional development activities and institutional services. The Administrative Regulations stress that "The primary function of a faculty member in a community college is to provide instruction of superior quality."

Of the full-time faculty members, the majority (77 percent) have masters degrees while 10 percent have doctoral degrees and 13 percent have bachelors degrees or less. Additionally, all faculty members who teach technical specialty courses have technical competence in the fields in which they teach. The small number of faculty without bachelors degrees are in the technical areas. Part-time faculty teaching courses for credit must meet the same requirements for professional, experiential and scholarly preparation as the full-time faculty teaching in the same disciplines.

Staff employees do not hold academic rank. Broad employment categories have been established and defined for staff positions. The four broad staff position categories are (1) Professional and Administrative--Group C, (2) Technical and Scientific--Group B (3) Office and Clerical--Group B, and (4) Service and Maintenance--Group B.

The Professional and Administrative Category includes positions having System-wide or major program responsibility--positions responsible for planning, organizing, developing, and directing a major function of the sector (System), positions responsible for carrying out the plans and policies through daily management of a department, and positions of a professional nature (Personnel Policy and Procedure Manual 5.1.1).

The Technical and Scientific Category includes positions involved in the supporting tasks vital to the successful completion of teaching and service functions. The positions require specialized knowledge and skills acquired through experience and/or education (Personnel Policy and Procedure Manual 5.1.2).

The third category, Office and Clerical Category, is applicable to a wide range of activities involved with processing, collecting, recording, and distributing various records, reports, communications, and other informational data required in support of the teaching and service functions (Personnel Policy and Procedure Manual 5.1.3).

Service and Maintenance Category is applicable to positions involved in the supportive service activities relating to building and grounds, maintenance, and other auxiliary functions of a nontechnical nature (Personnel Policy and Procedure Manual 5.1.4).

As Chart No. 12 on Page 279 indicates, 54.4 percent of Community College System employees are in Group A (faculty, librarians, and counselors), 10.6 percent are in Group C (professional and administrative employees), and 35 percent are in Group B (technical, office and clerical, and service and maintenance employees). Table No. 17 on Page 280, indicates the number of regular budgeted positions in each group. The table does not include part-time faculty employed in 1988-89 with non-recurring funds, nor the 196 volunteer faculty who assisted primarily in the clinical areas of the health career programs.

For fiscal year 1988-89, the average faculty salary in the Community College System is $25,177, which is $2,239 below the estimated median faculty salary of $27,416 for benchmark institutions. The benchmark institutions include: (1) Sinclair Community College in Dayton, Ohio, (2) Virginia Community College System in Richmond, Virginia, (3) Southeastern Illinois Community College in Harrisburg, Illinois, (4) Rend Lake Community College in Ina, Illinois, (5) Cleveland State Community College in Nashville, Tennessee (6) Dyersburg Community College in Dyersburg, Tennessee (7) Rockingham Community College in Westworth, North Carolina, (8) Vincennes Community College in Vincennes, Indiana, (9) Columbia State Community College in Columbia, Tennessee, (10) Mineral Area Community College in Flat River, Missouri, (11) Jackson State Community College in Jackson, Tennessee, (12) Parkersburg Community College in Parkersburg, West Virginia, (13) Isothermal Community College in Spindale, North Carolina, and (14) Three Rivers Junior College in Populàr Bluff, Missouri.

Although the System does not have complete benchmark data for all staff salaries, the salaries paid to upper level administrators--presidents and deans--are farther below the median of benchmark institutions than are faculty salaries based on 1986-87 data.

Instructional Resources and Technology

Libraries. Libraries of the community colleges are moving to become learning resource centers. The System includes fifteen libraries or learning resource centers--one at each of thirteen college campuses and one at both of the Jefferson Community College campuses (Downtown and Southwest). The library collection for the System includes 426,481 volumes (books, bound serials and government documents), 35,396 audio-visual materials (titles), and 635 machine readable materials (computer software). During a typical week, each of the libraries provide approximately 60 hours of public service. The weekly attendance in the fifteen libraries is approximately 16,020 persons, or 1,068 per library.

The fifteen community college libraries are now being equipped with communication links from each campus to a computer on the Lexington Campus. The purpose of the communication links is to give each community college library access to a central data bank containing all of the library holdings--i.e., on-line information for all the volumes of books, journals, etc., held in the Community College System. The system will not only allow library users to search the entire data base of the community colleges, but the records of the 2+ million volumes on the Lexington Campus.

All circulation of materials will be automated as well. A patron will be able to see on screen if a book has been checked out and will be able to check out books at a terminal with a bar coded identification card.

The system, referred to as the LS2000 System, is scheduled for completion sometime during the Summer of 1989. This total system will allow the community colleges to share information rapidly and to exchange materials as needed. The system will also allow users to go beyond the local LS2000 system and into other large data bases and information services around the country.

Public libraries--regional, county and city--in areas where the community colleges are located have offered to supplement the college libraries with additional and duplicate volumes to be used in course work, and urge students to use their reading rooms and other facilities.

Learning Laboratories. All of the community colleges have learning laboratories which help students improve themselves in basic learning skills and in subject matter areas. Students who are experiencing difficulties in academic skill areas such as reading, writing and mathematics, other students who want to sharpen their academic skills, and students who want to review previously learned skills are among those who find the learning laboratories to be helpful.

Learning laboratories may use a variety of techniques and materials to assist students. Tutoring services, group work, and individualized instruction may be used, and tests may be given to determine when students have reached a particular level of achievement. Materials and equipment include microcomputers and appropriate software, filmstrips, individualized learning packets, programmed texts, sound pages, and faculty-developed materials.

Computing Resources. Each of the community colleges has a minicomputer for instructional and administrative needs and a datalink to the Community College System in Lexington and the Lexington Campus. This networking ability enables the colleges to operate at a greater level of effectiveness through enhancement of student records processing and other administrative services.

All of the colleges have microcomputers available for administrative and instructional purposes. Of the approximately 1,000 microcomputers within the System, 85 percent of them are used for instruction. Microcomputers used for instruction are located in teaching and/or study laboratories where they can be accessed by students and faculty.

Students and faculty at Lexington Community College have access to the computer complex at the University of Kentucky Computing Center.

Community Resources. In addition to community college campus facilities, the colleges use many private and public facilities in their communities to provide increased access to both credit and noncredit courses. Private facilities used by the colleges for instruction include 67 hospitals, 19 clinics, 14 nursing homes, 50 business/industry sites, 4 rehabilitation centers and 1 private college. Public facilities used by the colleges throughout the System for instruction include 7 elementary/middle schools, 48 high schools, 16 vocational schools, 5 libraries, 9 hospitals, 2 rehabilitation centers, and 11 community centers. Other public facilities used for college programs include fire stations and prisons.

Telecommunications Technologies. The Community College System is a member of the Kentucky Telecommunications Consortium which was created by the state legislature for the purpose of providing college credit television courses throughout the state. This membership enables the community colleges to offer credit courses through television. During Fall, 1988, a total of 730 students were enrolled in telecourses at ten of the colleges. Paducah Community College has a state-of-the-art television production studio. The college operates the governmental television channel as part of an agreement between Comcast Cablevision, the city, and the college. As new facilities are added, each community college will have the capacity to receive satellite telecommunications.

Facilities

Land holdings of the University of Kentucky earmarked for community college uses as reported in the "Five-Year Plan, 1987-92" include 1,012 acres. In addition, Paducah Community College uses 144 acres owned by the Paducah Junior College Board. Table No. 18, Page 23, indicates the acreage for each of the campuses. Land use in the community colleges has the single, well-focused purpose of providing space for educational and community service activities rather than research activities. Furthermore, the community colleges do not provide student housing. It is significant that much of the land of the community colleges has been acquired through the auspices of sponsoring groups of local citizens.

There are currently 62 permanent buildings and 3 temporary buildings on 15 campuses. These buildings have an current estimated replacement value of over $98 million. The book value of present equipment is over $70 million. The table below shows the amount and percentage of space assigned to various purposes for community college buildings.

Table 19

ASSIGNABLE SQUARE FOOTAGE

Use	Sq. Footage	Percent
Classroom & Laboratory	567,652	33
Library	177,489	10
Special & Health Care	21,551	01
General	169,276	10
Support	45,112	03
Office	278,181	16
Unclassified	477,530	27
TOTAL	1,736,791	100%

Special space facilities are used for audio-visual purposes, demonstrations, etc. Health care space includes public waiting areas and treatment rooms. An example of the use of such space would be the services offered to the public through the Dental Hygiene Program. General use space is used in a variety of ways--recreation space, meeting rooms, food and merchandising, and student lounges. Support space is used for data processing/computing, storage and shop. Office space includes offices for faculty, technical/professional employees, clerical employees, administrators, and conference space. The last category, unclassified, includes space that is not assigned permanently to any one purpose but currently used for a variety of purposes including space under renovation.

Revenue for Operations

The National Perspective. The report of the Commission on the Future of Community Colleges, Building Communities, published by the American Association of Community and Junior Colleges, states:

> Today, community college revenues are derived mainly from local and sta governments and from student tuition and fees. In 1986, state appropriations accounted for almost half (48 percent) of the revenues received by community colleges; local government funding accounted for 23 percent; tuition accounted for 16 percent; and federal funds accounted for 7 percent (44).

It was pointed out in Building Communities that sources of funding vary greatly by state. For example, the proportion of revenues provided by state funds for community colleges in Nevada is 81 percent, while it is 25 percent for community colleges in Kansas. The proportion of revenue derived from local government is 59 percent in Kansas, while it is less than 1 percent in Kentucky. Community colleges receive no local government funds in 15 states. The percentage of revenue provided by tuition also varies significantly by state, ranging from a high of 43 percent in Vermont to a low of 4 percent in California.

Nationwide, "in terms of expenditures per full-time equivalent student, community colleges devote more than half of their resources (61 percent) to instruction, to academic support services including libraries, and to student services" (Building Communities 45).

The University of Kentucky Community College System. Chart 13 on Page 282 shows the sources of the revenues for the Community College System during the 1987-88 fiscal year. The Commonwealth provided 57.2 percent of the funds available to the Community College System and student tuition and fees provided 20.1 percent. The state appropriation percentage and the student tuition percentage are larger for Kentucky than they are for community colleges nationwide because local government funding is almost nonexistent in

Kentucky. (Ashland Community College and Paducah Community College are the only two colleges in the System that benefit from local tax support.) Therefore, percentages computed for each of the other sources are relatively larger than for the national average. Federal grants and contracts accounted for 11.4 percent of revenue, and auxiliary enterprises (bookstores and grills) provided 6.1 percent. State grants and contracts provided 2.4 percent of revenue. The remaining 2.8 percent is comprised of funds from several other sources, including private gifts and grants, endowment income, local tax funds, and sales and service of educational activities. Table No. 20 on Page 283 indicates dollar amounts for each of the sources.

Expenditures

Chart No. 14 on Page 284 indicates expenditures for the 1987-88 Year. The chart indicates a major portion of the funds available was expended for instruction--45.3 percent. The remaining 54.7 percent was expended as follows: student aid--11 percent, academic support--9.4 percent, maintenance and operations--7.7 percent, transfers (mandatory and nonmandatory)--7 percent, institutional support--6.5 percent, auxiliary enterprises (bookstores and grills)--5.9 percent, student services--5.7 percent, and public service--1.5 percent. Table No. 21 on Page 285 indicates the dollar amount expended in each category. Any fund balances are expended as non-recurring recurring funds in the following year.

An explanation may be needed for two of the categories in the preceding paragraph. Mandatory transfers are transfers from the current funds group to other fund groups arising out of binding legal agreements related to the financing of educational plant and/or grant agreements that require matching funds. This category includes items such as debt service expended for new facilities and loan fund matching grants. Nonmandatory transfers are those transfers between the current funds group and other fund groups made at the discretion of the Community College System to serve a variety of objectives--i.e., repairs and physical facility renovations projects.

Revenue Increases for Fiscal Year 1988-89

Revenue increases budgeted for the current fiscal year, 1988-89, are as follows: tuition and fees, $2,669,500; state appropriation, $1,394,800; other (private gifts and grants) $146,500; and auxiliary enterprises, $677,700.

Biennial Budget Request Process

Guidelines for the biennial budget requests of Kentucky's public institutions of higher education are developed by the Council on Higher Education (CHE) in accordance with the powers and duties of the CHE as established by Chapter 164 of the Kentucky Revised Statutes (KRS). KRS 164.020(4) provides that the CHE shall:

> Consider the requirements and review the budget requests, which shall be prepared in the manner and submitted by the institutions to the council by dates prescribed by the council, of the institutions of public higher education as to their appropriate level of support considering the functions of the institutions and their respective needs.

The guidelines provided by the CHE also include instructions for the calculation of a funding formula which is also mandated by KRS 164.020(4):

> The council, in cooperation with the university presidents, shall devise, establish, and periodically review and revise formulas for use in making recommendations to provide to the governor and the legislature for use in making appropriations for the institutions of higher learning. The formulas shall provide for adequate and equitable allocation of funds among the several universities considering their respective needs and statutory, institutional, and geographic missions.

The statute further provides that:

> Nothing in this chapter shall prevent or prohibit the governor, the legislature, the council on higher education, or the governing board of any institution of higher education from requesting or recommending deviations from any applicable formula or formulas prescribed by the

council on higher education and advancing reasons and arguments in support of them.

After the biennial budget request guidelines are received by the public institutions of higher education, the appropriate personnel at each institution prepare the budget requests in compliance with the guidelines. Within the University of Kentucky Community College System, each college's budget request is prepared by the president, with assistance from the staff and division chairmen. The process begins at the division level to ensure that adequate input is obtained from division faculty and program advisory committees regarding academic program needs. Each college budget request is submitted by the president to the Community College System for review and consideration. Based on priorities expressed in the individual college budget requests, and the statewide goals and objectives of the System, a consolidated budget request is prepared for the Community College System and submitted to the President of the University. The process is repeated on a university-wide basis for the three sectors of the University (Medical Center, Lexington Campus and Community College System). After approval by the University of Kentucky Board of Trustees, a budget request package, which includes capital and operating requests and formula calculations, is submitted to the CHE for review and recommendations.

The budget request package submitted to the CHE includes information regarding (1) historical, budgeted, and anticipated sources of operating revenues and expenditures, (2) narrative descriptions and justifications of the use of funds, (3) statistical data on students, and (4) financial and narrative information for proposed capital expenditures, and funds requested for major capital projects--e.g., deferred maintenance projects and new facilities.

It should be noted that the Community College System budget is a separately identifiable portion of both the UK and the Council on Higher Education budget recommendations.

The biennial budget process coincides with the constitutionally mandated meetings of the Kentucky General Assembly. The General Assembly meets for a maximum of sixty days every two years (excluding special sessions called by the governor and organizational sessions). The CHE makes a budget recommendation in the fall preceding a regular session of the Kentucky General Assembly and usually establishes tuition schedules for the two academic years of the coming biennium. Anticipated revenues, based on the tuition rates, are considered in the budget review and recommendation process. The Council's tuition-setting responsibility is set forth in KRS 164.020(3).

The individual institutional budget requests, along with the CHE recommendations, are submitted to the governor by no later than November 15 (KRS 164.020(4). Similar materials are also transmitted to the General Assembly. The General Assembly then approves, disapproves, or modifies the governor's budget recommendation when it meets in regular session.

After the General Assembly votes on appropriations for the various segments of higher education and the governor signs the appropriate documents, the funds flow back through the Council on Higher Education and are distributed by a Formula Use Policy to the University of Kentucky and the Community College System. Since the initiation of the present formula in 1982, the CHE Formula Use Policy has not been successful in assuring equity in funding when community college funding is compared with university funding in the state. Individual community college budgets (excluding mandated salary increases, debt service appropriations, and any other mandated items) are negotiated between the community college president and the Chancellor for the

Community College System based on available dollars, and targeted programs and priorities expressed in the biennium budget request.

Appropriation Recommendation Formula

Today, over half the states use formulas to determine the funding needs of higher education. All of the 15 Southern Regional Education Board (SREB) states use formulas. The concept of formula funding according to institutional missions was encouraged by the Prichard Committee, a special committee commissioned by the CHE in 1980 to develop a plan for excellence in Kentucky higher education. In 1981, the Council began to apply formula-funding techniques in developing the 1982-84 funding request. This created much controversy. The response of the 1982 General Assembly to the controversy and related issues was to amend the statute which in effect directed how formula reviews are to be conducted. An elaborate participatory process was then conducted to fulfill the statutory directive. The process was designed to achieve consensus within the higher education community. The result was the current Kentucky Appropriation Recommendation Formula (KARF) and the Formula Use Policy.

The Formula is a series of components which are calculated for each of the state public universities and the Community College System. The components take into account variables such as number of students, square feet of space, and levels of instruction, research, and services, and apply to them established factors such as rates per credit hour for instruction, amounts per square foot for maintenance and operation, and relative complexity of institutions and of activities in areas such as libraries. In the formula, each mission and each activity is considered equally important and necessary to meet the public's expectations of the higher education system.

The Formula Use Policy gives direction as to how the formula will be applied when appropriations are inadequate to fund the total need generated by the formula. It has been used in conjunction with the formula in the last three biennia in which the formula was the basis for higher education funding recommendations and appropriations.

In applying the Formula Use Policy, funds are distributed as follows: (1) the continuation of the base state general fund appropriation for each institution; (2) additional state general fund support sufficient to provide a common percentage increase for each institution with the total utilized for this purpose not to exceed two-thirds of the available new dollars; and (3) all remaining funds allocated to institutions according to a weighted allocation which considers each institution's percentage of full funding under the formula.

Given the less than adequate funding for higher education and the great enrollment growth in the community colleges in Kentucky, the Formula Use Policy has not provided for equity in funding for community colleges. It appears that the CHE Formula Use Policy must be changed to provide for "catch-up" for community colleges to at least the average funding for higher education in the state. The role that community colleges are playing in increasing the college-going rate and assisting in economic development in the state must be recognized by the CHE in recommending on distribution of admittedly inadequate funds for higher education in Kentucky.

Status of Formula Funding in Kentucky

In 1988-89, public higher education was funded at 84.6 percent of the formula and is expected to be at 84.0, or less, percent of the formula in 1989-90. While public higher education is currently funded at 84.6 percent, the percent of funding varies significantly among higher education institutions in the state. Chart 15 on Page 286 shows the variation among the institutions. The Community College System's funding level at 67.3 percent is the lowest. In addition to the funding provided to the institutions based on the formula, funds are appropriated by the General Assembly in support of desegregation plan implementation activities at the institutions of higher education. These funds are considered outside of the formula calculations. The desegregation fund amounts provided to the institutions during fiscal year 1988-89 range from $90,300 for the Community College System to $2,380,700 for Kentucky State University.

The higher education funding formula is designed to reduce the inequity of funding in the Commonwealth, but the Formula Use Policy does not appear to be effective during this period of enrollment growth in the community colleges. The community colleges are experiencing a high rate of growth compared to other public higher education institutions (See Chart 16, Page 287) and the System's funding level is the lowest in the state.

The higher education community is now involved in a comprehensive review of the Kentucky Appropriation Recommendation Formula in compliance with the statutory mandate to "periodically review and revise" the formula. This review process has been designed by the Council on Higher Education to involve persons in state budget-making positions from both the executive and legislative branches of government. The review process also encourages, through a series of campus hearings, participation by all principal segments of the higher education community. The formula review will be completed in 1989 so that the revised formula may be used in the state appropriation request and recommendation process when the General Assembly meets in 1990.

SREB Data

Another way of examining the extent of financial support available for higher education involves computing the amount of state appropriation available per each full-time student equivalent (FTE). The 1988 SREB Fact Book on Higher Education reports these data along with other significant national, regional, and Southern Regional Education Board state trends affecting higher education. The SREB data included in Table No. 22 on Page 288 indicates that Kentucky's Community Colleges ranked last during fiscal year 1987-88 in appropriation per full-time equivalent student (FTE) when compared to other public two-year institutions in the 15 southern states. For example, the state general fund appropriation per full-time equivalent student was $2,084 for the Kentucky Community Colleges compared to $4,207 in North Carolina, $3,208 in Tennessee, and $3,365 in Arkansas.

The SREB Fact Book also indicates funding levels per FTE for the other public institutions in Kentucky. SREB uses factors such as type of degree, programs, and breadth of program offerings, etc. to categorize institutions; and public institutions in Kentucky fall into four categories. Master's I institutions in Kentucky (Eastern Kentucky University, Murray State University, and Western Kentucky University) were funded at $3,991 per FTE during 1987-88. The Master's II institutions in the state (Kentucky State University, Morehead State University, and Northern Kentucky University) were funded at $4,508 per FTE. The one Doctoral I institution (University of Kentucky) was funded at $4,156 per FTE. The one Doctoral II institution (University of Louisville) was funded at $4,558 per FTE.

The report of the Commission on the Future of Community Colleges, Building Communities, sums up the funding condition for community colleges by stating:

> . . . in too many states, community colleges receive the state's budget leftovers, and leftovers do little to help a long undernourished system. The nation surely will pay a price for such neglect. . . . Specifically, state funding formulas should fully acknowledge the nature of services provided to part-time students and the level of support required to serve underprepared students (45).

Other SREB Data

The median annual tuition and required fees for in-state undergraduate students in public two-year institutions in the 15 southern states are shown in Table No. 23 on Page 289.

Table No. 24 on Page 290 indicates the percentage change in headcount enrollment for two-year college, undergraduate, and graduate programs for the 15 southern states, 1976 to 1986. For the ten year period, the change in headcount enrollment for the two-year colleges in Kentucky was 72.9 percent--for four-year undergraduate programs in Kentucky, 16.8 percent. The percentage change for the Kentucky two-year colleges was higher than any of the other SREB states.

Enrollment Projections

Enrollment projections for the fall semesters of 1989, 1990, 1991, and 1992 are included in charts on Pages 292 and 293. Chart No. 17 on Page 292 shows the headcount enrollment projection for each of the fall semesters, and Chart No. 18 on Page 293 shows the full-time equivalent (FTE) enrollment projection for each of the fall semesters. The solid projection line is based on a growth rate of 4 percent per year, which is a conservative growth rate used in the budget and planning process. Over the period from Fall, 1988 to Fall, 1992, this results in a 17 percent overall growth--with a headcount enrollment of just under 39,000 students in the Fall of 1992. The broken line projects an overall 39 percent growth over the period and is based on the average growth rate experienced from Fall, 1984 to Fall, 1988. That is, if the Community College System should experience the same growth rate in headcount enrollment from 1988 to 1992 as it did from Fall, 1984 to Fall, 1988, approximately 46,000 students would be enrolled in the Fall of 1992. The implications of this anticipated growth are very significant in terms of current and projected support. The need for financial and capital support will become even more serious when this anticipated growth is translated into facilities, faculty, and primary and support programs.

There are many sophisticated forecasting approaches that can be used and there are many factors which impact enrollment. Factors which can impact enrollment in community colleges include the availability of resources to accommodate the students, the marketing strategies used, the colleges' involvement in economic development activities, etc. Community college enrollments are expected to continue to increase for the following reasons: (1) recent high school graduates attempting to acquire education close to home, (2) increased numbers of non-traditional students being attracted to the community colleges to meet personal educational goals, and (3) increased number of community adults seeking to upgrade their occupational and career skills. Additionally, the Futures Commission has made two recommendations that would impact enrollment. The first recommendation is that the System should strengthen efforts to increase the recruitment, retention and graduation of minority students; and the second recommendation is that the System should implement a marketing plan geared to increase the college-going rate in Kentucky and thus improve educational level.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"
"Toward the Year 2000"

RESOURCES - For Discussion:

1. How can the gap between (1) the philosophical commitment of the community colleges to provide access to higher education through open admissions and low-tuition rates and (2) inadequate financial support allocations be resolved?

2. If financial resources remain low in coming years, should the System limit enrollments?

3. How can the Community College System seek changes to the funding base which acknowledge the support and services needed for underprepared students and part-time students?

4. Is the Council on Higher Education Funding Formula and Formula Use Policy providing for "equitable allocation of funds"? If not, can they be changed?

5. Considering funding, faculty development, and present facilities, how can the Community College system respond to instructional technology changes in a timely fashion?

6. What kind of reward and salary system would promote excellence among those responsible for instruction?

7. Are additional incentives needed to reward faculty/institutions/programs which succeed in helping those least prepared for the demands of the emerging economy?

8. Should state financial support be provided for noncredit courses?

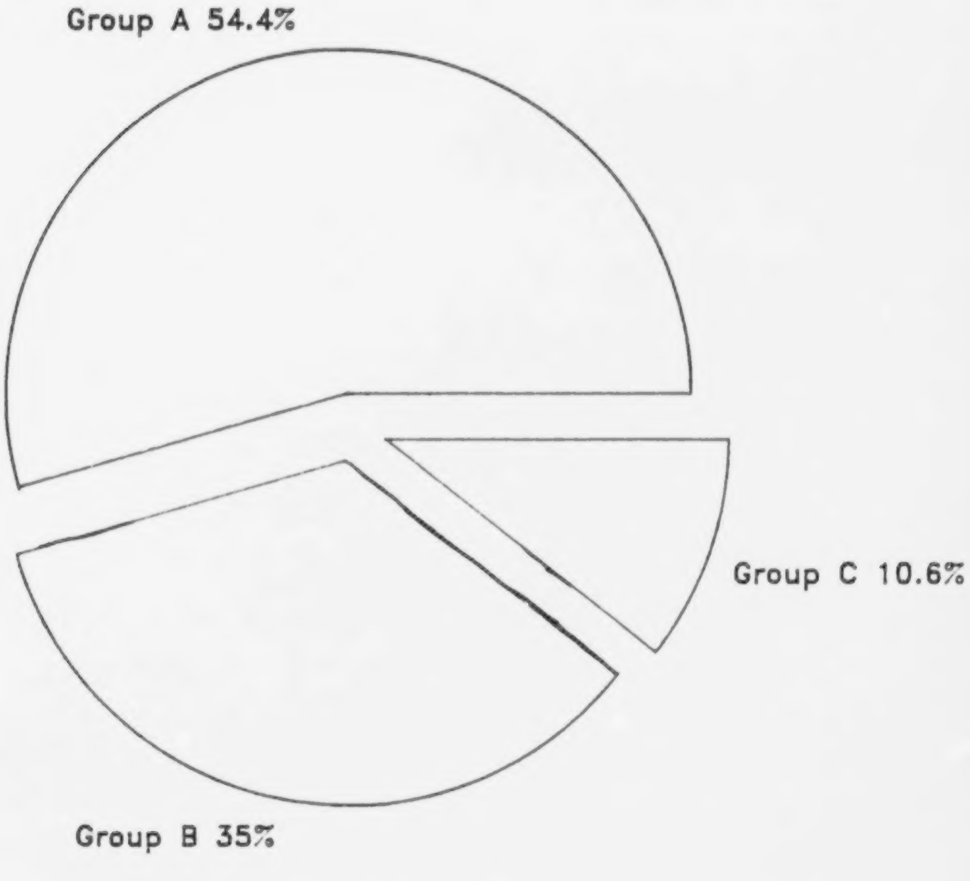
9. In view of the large percentage of undereducated adults in Kentucky, should remedial courses be tuition free, with full state subsidy?

10. How important is private sector fund raising for the community colleges?

11. What are the factors/resources required to retain and develop faculty and staff to meet the needs of students up to the year 2000 and beyond?

Chart 12

Community College System Work Force Fiscal Year 1988 - 89



Group A - Faculty, Librarians, Counselors

Group B - Technical Employees
Office & Clerical Employees
Service & Maintenance Employees

Group C - Professional & Administrative Employees

Source: Community College System, Office of Business Affairs

Table 17

Community College System
Budgeted Positions
Fiscal Year 1988 - 89

Group A		
Faculty	805	
(Full-time Equivalent Positions)		
Librarians	34	
Counselors	40	
Total Group A		879
Group B		
Office & Clerical	328	
Technical	18	
Maintenance	138	
Part-time	81	
Total Group B		565
Group C		
Professional	72	
Administrative	100	
Total Group C		172
Grand Total		1616

Source: CCS, Office of Business Affairs

Table 18
COMMUNITY COLLEGE SYSTEM
LAND USE
FISCAL YEAR 1988-89

COMMUNITY COLLEGE	ACRES
Ashland	19.6
Elizabethtown	55.5
Hazard	70.0
Henderson	120.3
Hopkinsville	69.2
Jefferson-Downtown	10.8
Jefferson-Southwest	60.0
Lexington	*
Madisonville	150.0
Maysville	118.7
Owensboro	104.6
Paducah**	4.4
Prestonsburg	48.0
Somerset	81.2
Southeast	99.7
Total	1,012 ***

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*The Lexington Community College is located on the Central Campus of the University of Kentucky.

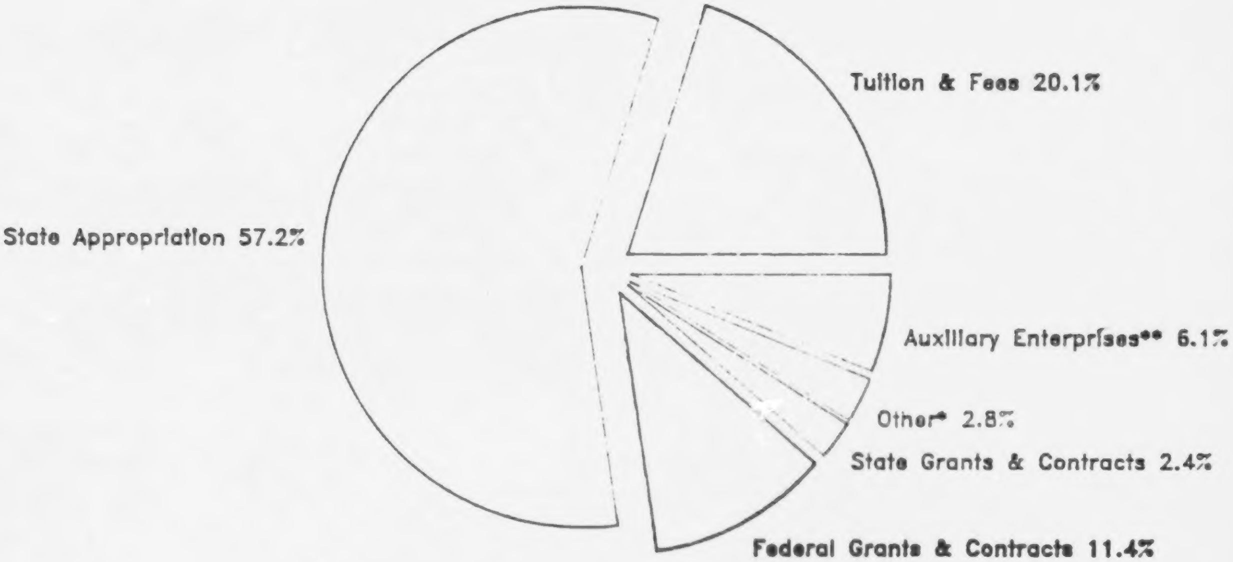
**At Paducah, the Community College uses 114 acres owned by the Paducah Junior College Board.

***The central offices of the Community College System are located in Breckinridge Hall on the Lexington Campus.

Source: University of Kentucky Five-Year Plan, 1987-92

Chart 13

Community College System Actual Total Revenues (All Sources) Fiscal Year 1987 - 88



* Other

Private Gifts and Grants
Endowment Income
Sales and Service of Educational Activities

** Bookstores and Grills

Source: CCS, Office of Business Affairs

Table 20

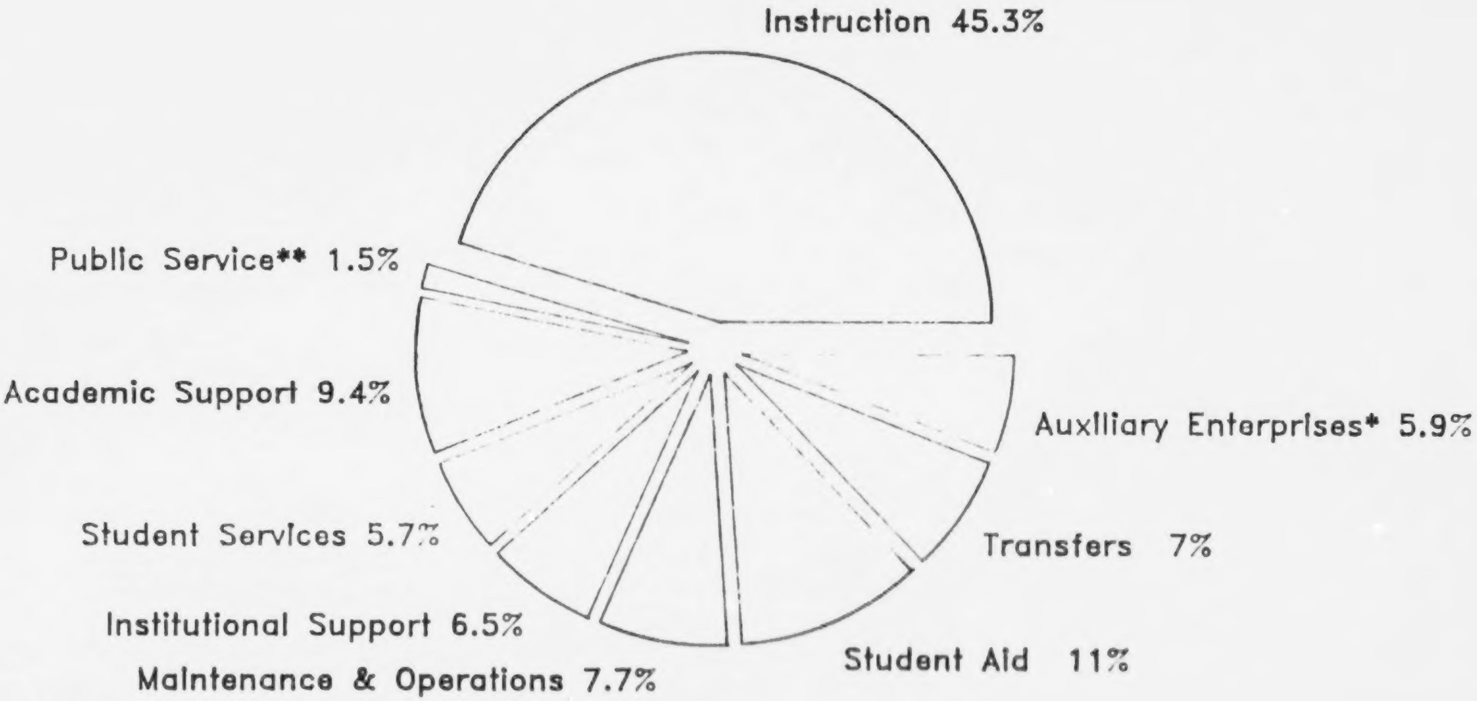
Community College System
Actual Total Revenues
(All Sources)
Fiscal Year 1987 - 88

Revenues	Dollars	Percent
Tuition & Fees	$14.506.602	20.1
State-Appropriation	41.201.000	57.2
Federal Grants & Contracts	8.206.350	11.4
State Grants & Contracts	1.718.248	2.4
Other		
Private Gifts & Grants	1.343.177	
Endowment Income	44.966	2.8
Sales & Service of Educational Activities	653.652	
Other Sources	5.690	
Auxiliary Enterprises	4.378.001	6.1
Total Revenue	$72.057.686	100%

Source: CCS, Office of Business Affairs

Chart 14

Community College System
Total Expenditures
Fiscal Year 1987 - 88



Source: CCS, Office of Business Affairs

Table 21

Community College System
Total Expenditures
Fiscal Year 1987 - 88

Expenditures	Dollars	Percent
Instruction	$31.695.599	45.3
Public Service	1.039.747	1.5
Academic Support	6.557.052	9.4
Student Services	3.967.225	5.7
Institutional Support	4.581.376	6.5
Maintenance & Operations	5.375.176	7.7
Student Aid	7.675.617	11.0
Mandatory Transfers	3.709.797	5.3
Nonmandatory Transfers	1.197.498	1.7
Auxiliary Enterprises	4.155.509	5.9
Total Expenditures	$69.954.596	100%

Source: CCS, Office of Business Affairs

Relative Funding Levels
Council on Higher Education's Formula
Fiscal Year 1988 - 89

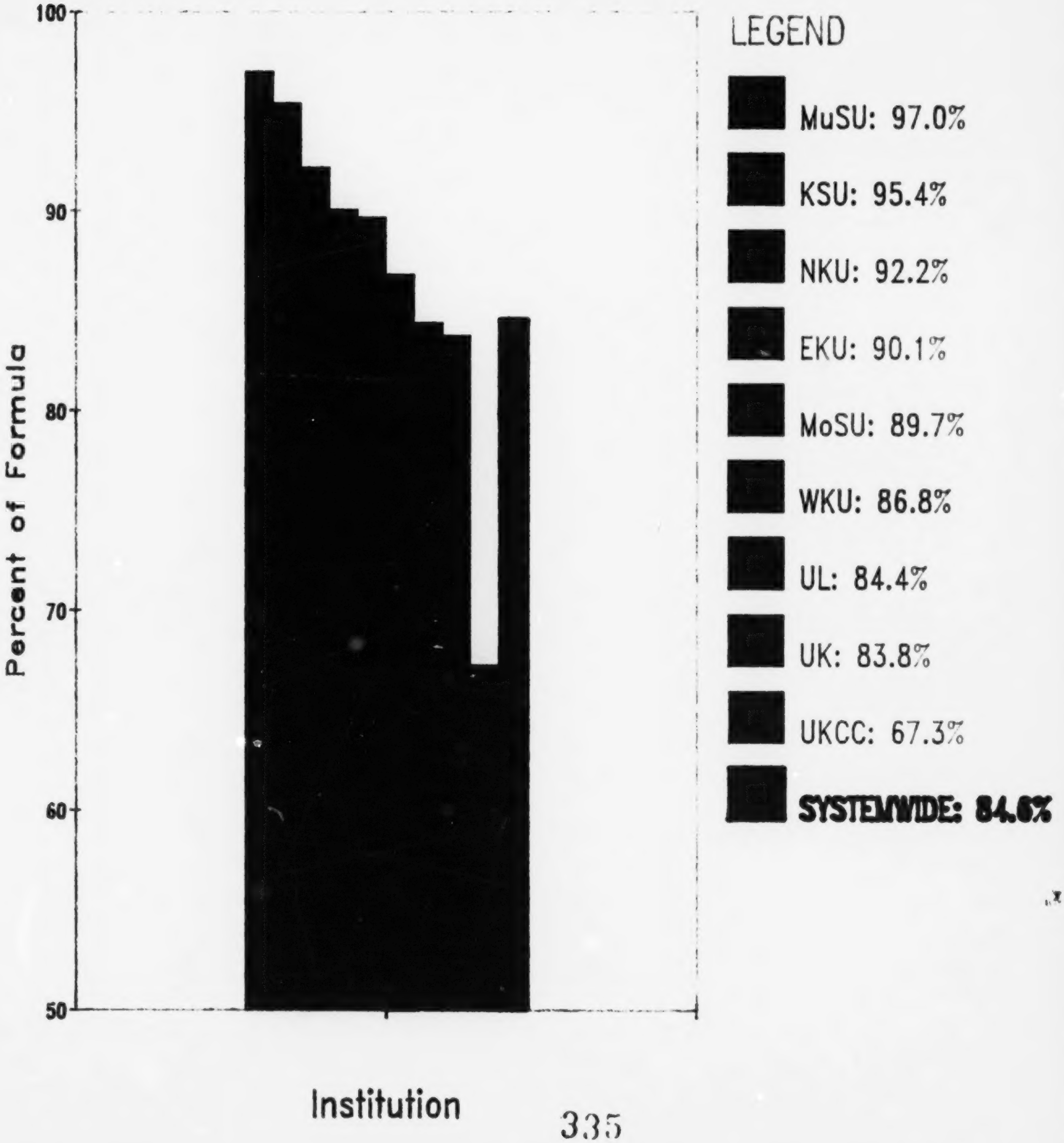
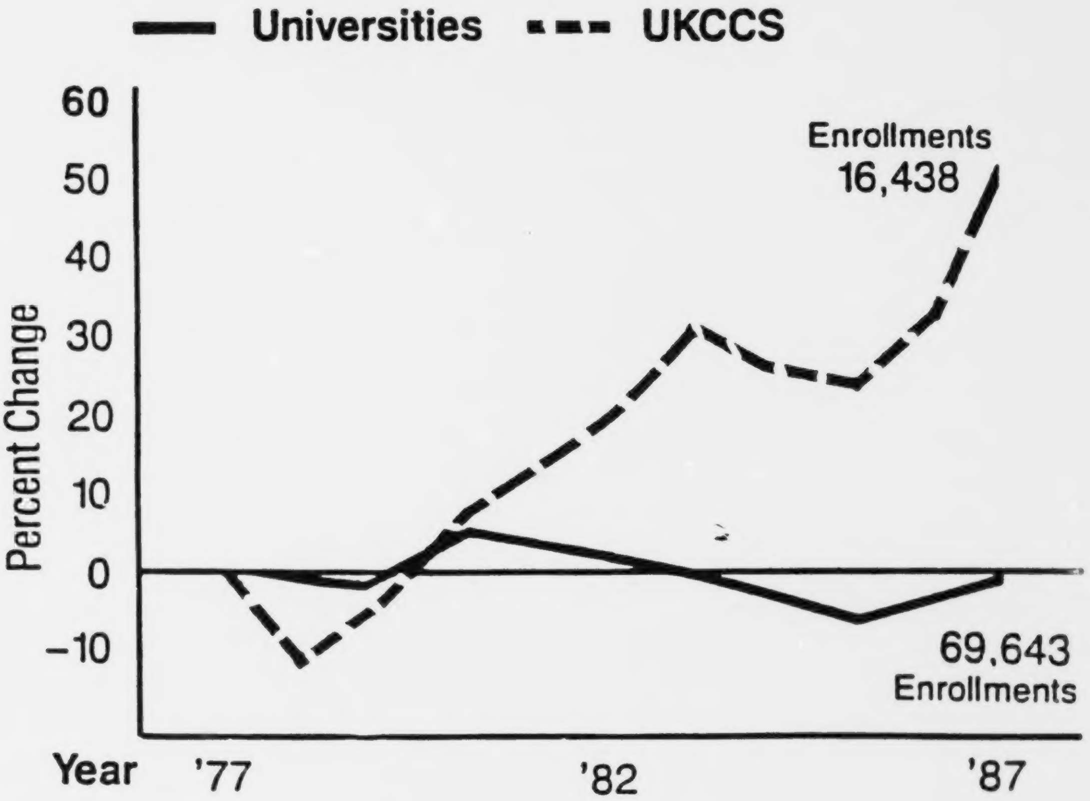


Chart 16

FULL-TIME STUDENT ENROLLMENT (FTE) AT KENTUCKY PUBLIC UNIVERSITIES and THE COMMUNITY COLLEGE SYSTEM 1977-1987



Source: Kentucky Council on Higher Education and Project 21 - White Paper 2

Table 22

APPROPRIATIONS PER FULL-TIME-EQUIVALENT STUDENT
IN PUBLIC INSTITUTIONS
SREB STATES
FISCAL YEAR 1987-88

		Appropriations Per FTE Student							Appropriations Per FTE Student						
		Doctoral Institutions				Master's and Baccalaureate Institutions				Two-Year Institutions					
	Total Appropriations (000s) 1987-88	I	II	III	All Doctoral Institutions	Master's I	Master's II	Baccalaureate	All Master's and Baccalaureate Institutions	I	II	III	IV	All Two-Year Institutions	
SREB States	$8,370.112	$4,730	$4,590	$3.875	$4.485	$3.673	$3.504	$3.330	$3.549	$2.629	$3.284	$5.220	$4.688	$3.371	SREB States
Alabama	474.978	3.650	4.495	4,250	4.149	3.958	3.608	2.354	3.652	–	2.232	–	4.292	2.871	Alabama
Arkansas	198.651	4.484	–	–	4.484	3.723	3.693	3,957	3.748	–	3.365	–	–	3.365	Arkansas
Florida	1,091.237	6.542	5,813	6.494	6.382	7,083	7,460	–	7,338	–	3,480	–	–	3,480	Florida
Georgia	616.306	5.569	5.130	–	5.339	2.703	3.251	2.602	3.134	2.993	3,726	–	6.342	4.380	Georgia
Kentucky	356.944	4.156	4,558	–	4.329	3.991	4.509	–	4.156	2.084	–	–	3.533	2.518	Kentucky
Louisiana	369.386	3,300	–	2.480	2.757	–	2.539	–	2.539	2.861	–	–	3.911	3.498	Louisiana
Maryland	493.844	5,478	–	5.813	5.573	3,033	4.322	5,019	3.812	–	3.495	–	–	3.495	Maryland
Mississippi	231,793	–	3.671	3.184	3.565	–	3.420	–	3.420	–	2.363	–	–	2.363	Mississippi
North Carolina	934,496	6.819	5,340	4.714	6,123	4.986	5.079	6.189	5.148	–	4,207	–	–	4.207	North Carolina
Oklahoma	302.684	3,729	–	–	3.729	–	2.373	2.902	2,482	–	3.209	–	–	3.209	Oklahoma
South Carolina	342.134	5.179	4.588	4.661	4.906	–	3.601	2.816	3.372	2,879	3.217	–	–	3.186	South Carolina
Tennessee	495.652	5,250	4,714	4,094	4.601	–	4.096	–	4,096	–	3.208	–	4,840	3,459	Tennessee
Texas	1,646.083	3.935	4.032	3.079	3.754	2.975	3.824	3.301	3.085	–	3.342	6.668	–	3.458	Texas
Virginia	646.763	4.439	4,735	3,544	4.261	2.742	3.124	3.262	3.035	3,411	2.532	3,233	–	2.598	Virginia
West Virginia.....	169.160	4.635	–	–	4.635	3.033	3,470	2.671	2.850	–	2.487	–	–	2,487	West Virginia

"–" Not applicable or not available.

* Doctoral I - University of Kentucky; Doctoral II - University of Louisville

* Master's I - Eastern Kentucky Univ., Murray State Univ., Western Kentucky Univ.

* Master's II - Kentucky State University, Morehead State University, Northern Kentucky University

* Two-Year Institutions: I - Community College System; IV - Vocational Schools

* See Page 291 for definitions.

Source: SREB Fact Book on Higher Education 1988

Table 23

SREB STATE PROFILES
STUDENT FINANCES
FOR SELECTED YEARS

	Median Annual Tuition and Required Fees for Undergraduate In-State Students Public Institutions, 1987-88			Federal Pell Grant Student Aid Allocations		State Need-Based Grants		Guaranteed Student Loans	
	Doctoral I Institutions	Master's II Institutions	Two-Year II Institutions	Dollars (000s) 1987-88	Percent Change 1980-1988	Dollars (000s) 1987-88	Percent of Total State Grants 1987-88	Dollars (000s) 1986-87	Percent Change 1984-1987
Refer to Table Number	(55)	(55)	(55)	(56)	(56)	(54)	(54)	(60)	(60)
United States	$1,701	$1,280	$780	$3,809.116	61.5	$1,421,085	79.6	$6,527,890	-7.4
SREB States	1.385	1.135	629	1,152.373	68.5	132.432	39.5	1,414.333	7.4
Alabama	1.323	1.118	600	79.249	60.4	2.260	23.3	51,750	-26.9
Arkansas	1.230	1,060	566	48.738	110.4	3.896	82.8	32.495	28.9
Florida	1.109	1.150	600	147,312	90.0	17,186	44.8	241.307	-4.9
Georgia	1.770	1.338	867	60.579	36.4	4.934	24.9	55.498	-7.9
Kentucky	1.412	1.120	560**	64.139	83.7	12.229	92.4	57,331	-5.0
Louisiana	1.724	1.238	694**	106.053	142.6	1,880	74.9	53.903	-23.9
Maryland	1.740	1.710	900	38.773	15.0	9,051	75.3	104.286	-14.6
Mississippi	1.778*	1.580	600	55.663	40.7	1,406	77.0	43.156	6.7
North Carolina	871	822	245	65.638	7.2	4,559	8.9	45.376	-19.5
Oklahoma	1,061	792	605	61.068	106.6	10,493	58.6	52.737	21.4
South Carolina	2.048	2,060	600	43.896	22.8	16.460	100.0	33.582	67.9
Tennessee	1.404	1.228	681	75.613	46.7	16.500	99.4	81.390	18.9
Texas	900	855	425	224.199	120.2	21.931	21.8	342.773	42.8
Virginia	2.343	2.122	763	53.436	27.2	4,420	21.8	90.589	-19.8
West Virginia	1.366	1.020	653	28.017	78.1	5.227	51.3	128.160	78.3

* No institution(s) in this category, figure represents median for Doctoral II institutions.

** No institution(s) in this category, figure represents median for Two-Year I institutions.

Source: SREB Fact Book on Higher Education 1988

TABLE 24

SREB STATE PROFILES
HEADCOUNT ENROLLMENT
PERCENT CHANGE 1976-1986

Fall 1986	Total	Two-Year College	Under-graduate	Graduate	First Pro-fessional	Part-time	Women	Black	
(13)	(13)	(15)	(18)	(19)	(20)	(21)	(22)	(23)	Refer to Table Number
12.682.407	14.0	20.1	14.8	8.0	11.4	25.7	27.8	3.1	United States
3.576.335	26.5	42.5	26.4	24.4	32.3	51.7	37.3	10.8	SREB States
181.443	16.2	42.1	18.4	-8.2	1.4	17.8	32.4	14.2	Alabama
79.182	17.8	69.5	18.1	14.7	-2.0	45.3	36.1	3.3	Arkansas
483.964	40.0	44.0	37.7	40.7	40.1	75.8	61.7	11.0	Florida
195.123	15.0	-6.9	14.2	12.3	55.5	22.7	29.4	11.1	Georgia
144.562	12.2	72.9	16.8	-4.0	11.1	30.3	30.9	-8.1	Kentucky
171.344	11.0	5.5	10.7	11.3	17.4	7.5	21.9	9.2	Louisiana
233.492	11.6	16.3	11.6	13.6	-0.7	25.7	21.5	-4.7	Maryland
101.104	3.5	20.6	6.8	-18.2	-18.2	9.5	13.2	-1.9	Mississippi
322.979	30.0	44.2	31.3	15.7	34.4	83.5	54.5	21.0	North Carolina
170,840	17.7	48.6	21.5	40.3	24.3	106.1	37.0	11.0	Oklahoma
134,115	10.3	15.2	9.7	11.1	38.6	24.3	33.6	2.0	South Carolina
197,069	8.5	57.0	9.8	-1.3	7.9	24.9	24.0	4.1	Tennessee
776,019	24.9	43.1	22.7	39.3	37.1	59.4	42.2	9.0	Texas
308,318	26.2	36.8	26.0	25.2	46.3	40.2	38.2	15.9	Virginia
76.781	-4.2	-14.0	-2.0	-19.7	13.8	-9.4	21.9	-17.6	West Virginia

Source: SREB Fact Book on Higher Education 1988

SREB-STATE DATA EXCHANGE
DEFINITIONS OF INSTITUTIONAL CATEGORIES

The purpose of this set of institutional categories is not to create a hierarchy of institutions or to rank institutions based on prestige. Rather, the categories group institutions based on factors believed to be the most relevant to determining resource requirements. Differences in institutional size (numbers of awards), role (type of awards), breadth of program offerings (number of 2-digit Classification of Instructional Programs [CIP] codes in which awards are granted), and comprehensiveness (percent of awards in 2-digit CIP categories), are the factors upon which this classification of institutions is based.

Category	Definition
Doctoral I	Institutions awarding at least 100 doctoral degrees which are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent of the degrees in any one category.
Doctoral II	Institutions awarding at least 30 doctoral degrees, which are distributed among at least 5 CIP categories (2-digit classification).
Doctoral III	Institutions awarding at least 1 doctoral degree.
Master's I	Institutions awarding at least 100 master's, education specialist, or post-master's certificates or degrees distributed among at least 10 CIP categories (2-digit classification), excluding post-baccalaureate certificates.
Master's II	Institutions awarding at least 1 master's, education specialist, or post-master's certificate or degree, excluding post-baccalaureate certificates.
Baccalaureate	Institutions that award the baccalaureate degree as the highest degree.
Two-Year I	Institutions whose awards are exclusively, or almost exclusively, college-parallel associate degrees.
Two-Year II	Institutions whose awards are predominantly associate degrees in college-parallel or vocational-technical fields. (Some certificates or diplomas may also be awarded.)
Two-Year III	Institutions whose awards are predominantly certificates or diplomas, with some associate degrees.
Two-Year IV	Institutions whose awards are exclusively, or almost exclusively, certificates or diplomas.
Specialized	Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, or engineering schools, etc.

Source: SREB Fact Book on Higher Education, 1988

Chart 17

Community College System Headcount Enrollment Projection Fall Semester

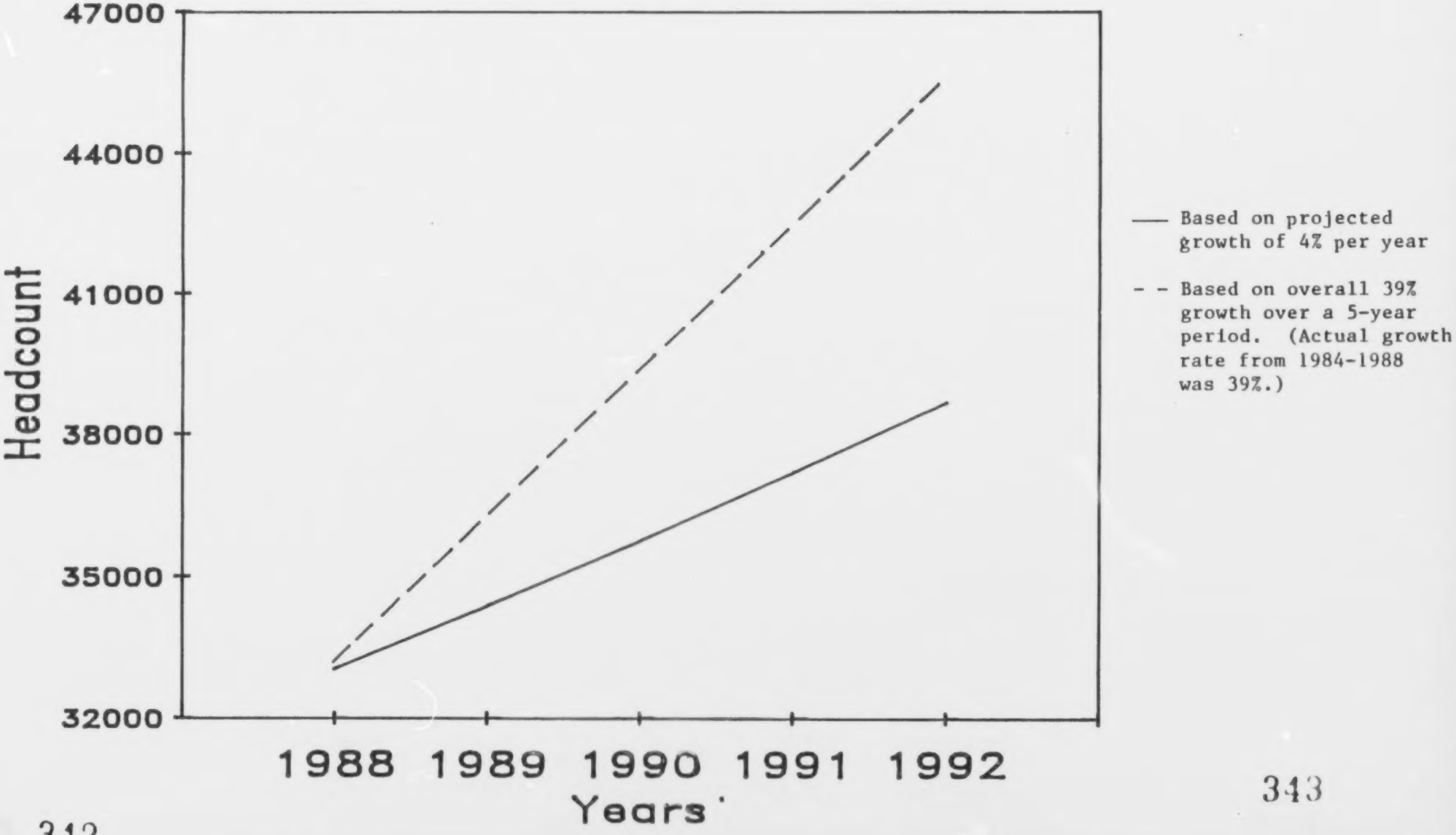
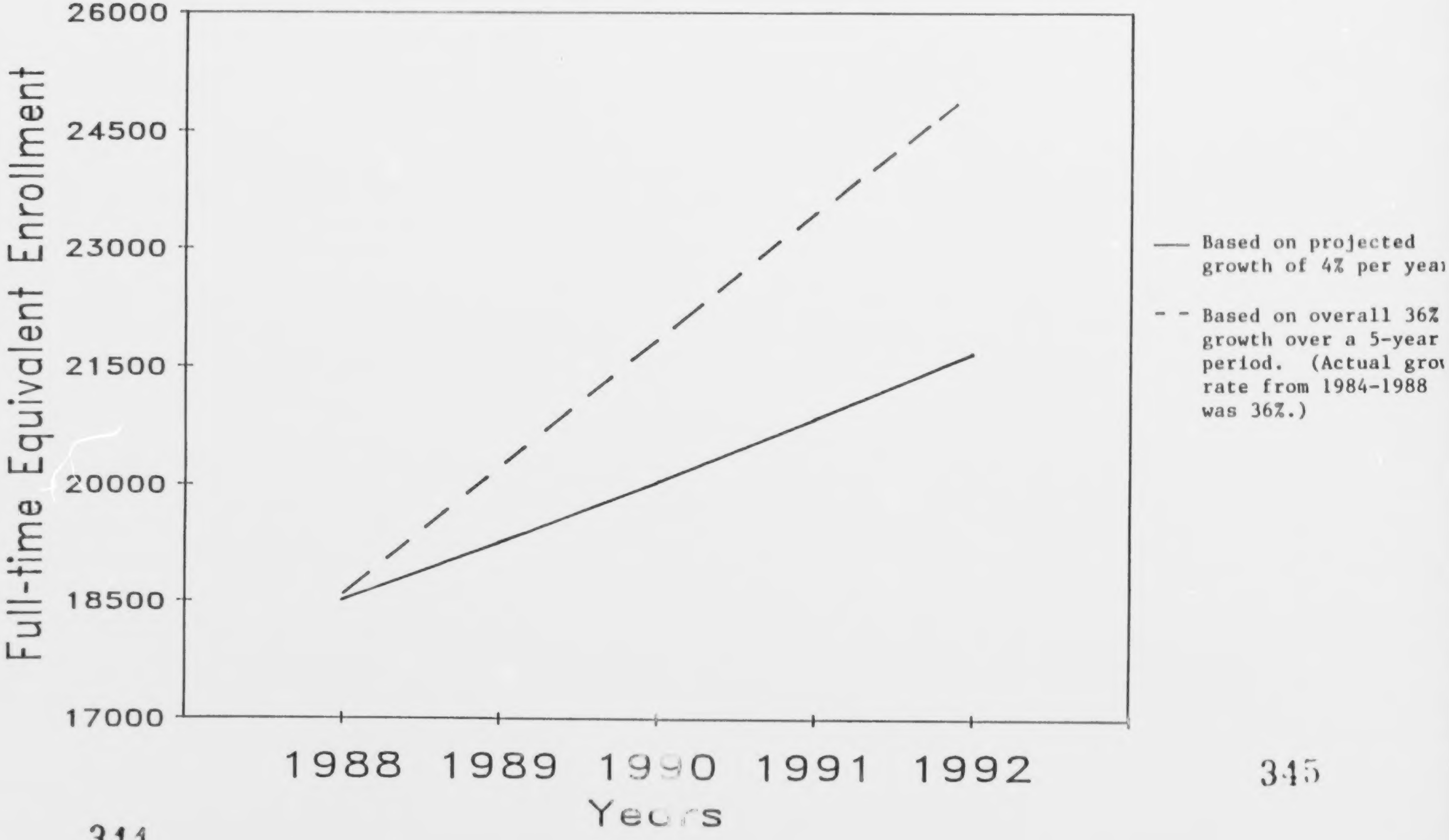


Chart 18

Community College System
Full-time Equivalent Enrollment Projection
Fall Semester



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INSTITUTIONAL EFFECTIVENESS

Introduction

Institutional effectiveness for community colleges refers to the degree to which the colleges succeed in accomplishing that which was intended. The many dimensions of institutional effectiveness include but are not limited to (1) "student" educational satisfaction, academic development, career development and personal development, (2) "faculty and administrator" quality, professional development and employment satisfaction, (3) community interaction and service, and (4) the college's overall contribution to the quality of life within the community.

The measures for institutional effectiveness are often limited to the observed results that can be quantified or recorded. For example, a community may judge the success of a community college by the number of graduates it places and their subsequent job performance. The quantifiable results are an important component, but equally important are the non-quantifiable results. While the measures for institutional effectiveness have not been perfected, emphasizing institutional effectiveness necessitates the establishment, within each college, of a continuous planning and evaluation process--the benefit of which is the improvement of institutional effectiveness. Broad-based continuous planning and assessment of effectiveness are essential for ensuring a high level of institutional quality to all constituents--the general public, employers, parents, students, educators and policy makers in the executive and legislative branches of government. Descriptions of the planning and assessment processes are provided in the following paragraphs.

Planning Process

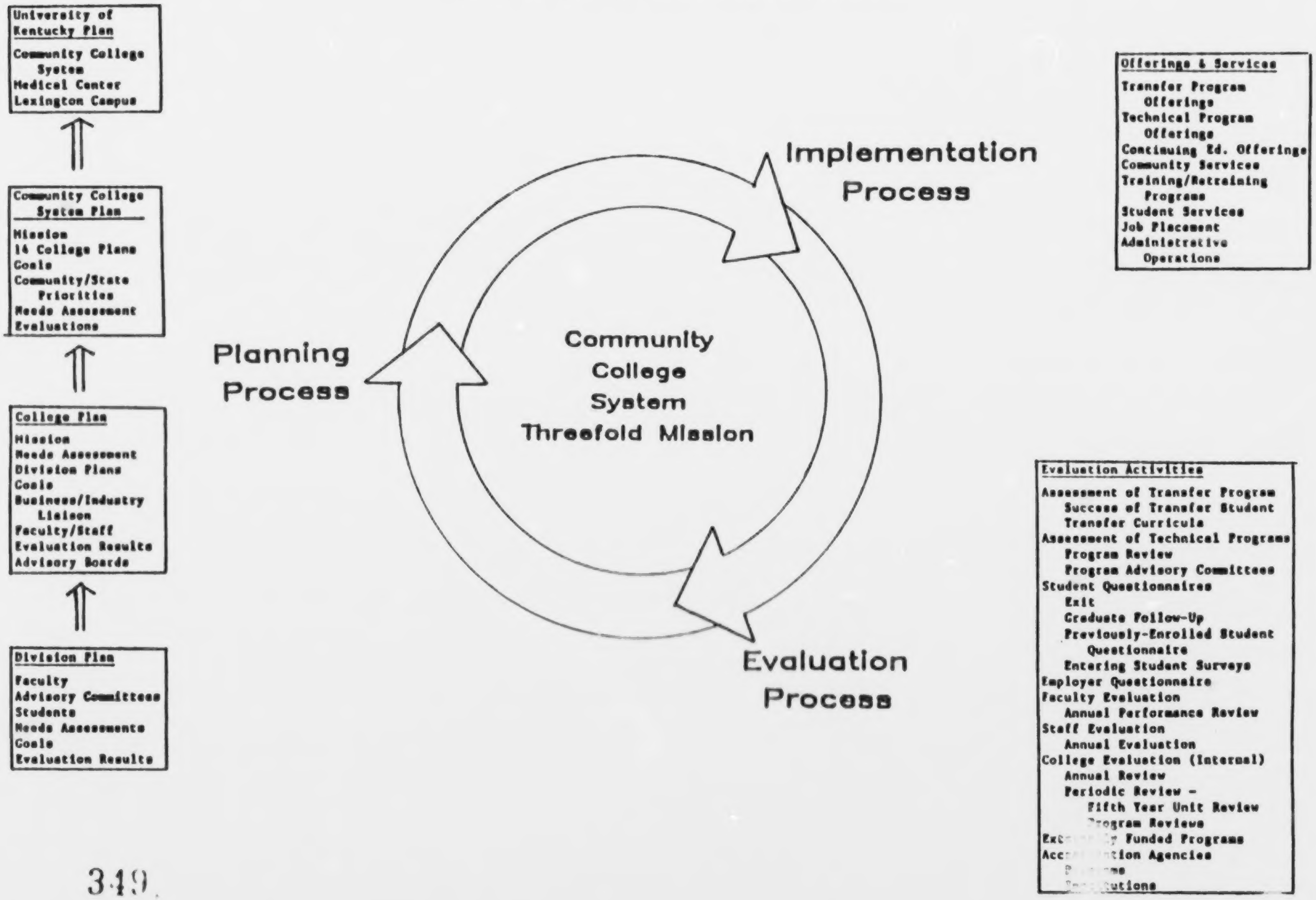
Planning, implementing and evaluating are parts of the overall process by which each community college establishes long-range goals and short-range objectives consistent with the college's mission, expends effort and resourc to implement those plans, develops comprehensive assessment procedures to evaluate the extent to which the goals and objectives are being achieved, and uses the evaluation results to improve institutional effectiveness. The entire process is dynamic and interactive. The three integrated, interrelated phases of the planning process are illustrated on the next page.

Five-Year Plan

The five-year planning cycle is initiated and completed in the winter/spring of odd-numbered years, prior to the meeting of the General Assembly which begins in January of even-numbered years (excluding special sessions). For each community college, the cycle includes a review of previous five-year plans to determine what has been funded and how well the activities have been accomplished, what remains to be funded, what priorities have changed and what future directions the college might take consistent with stated plans, purposes and objectives and those of the Community College System.

At each college, planning begins at the division level with input from the division faculty, program coordinators, program advisory committees, students, and a look at evaluation results and goals. The result is a division five-year plan. The college's plan is developed by the community college president, with assistance from the appointed and/or elected leadership (e.g., faculty council, standing committees, deans, business/industry liaison, division chairmen, program coordinators and director of library services). The president uses the division plans, along

Systematic, Continuous, and Comprehensive Planning - Implementation - Evaluation for Institutional Effectiveness



University of Kentucky Plan
- Community College System
- Medical Center
- Lexington Campus

⇑

Community College System Plan
- Mission
- 14 College Plans
- Goals
- Community/State Priorities
- Needs Assessment
- Evaluations

⇑

College Plan
- Mission
- Needs Assessment
- Division Plans
- Goals
- Business/Industry Liaison
- Faculty/Staff
- Evaluation Results
- Advisory Boards

⇑

Division Plan
- Faculty
- Advisory Committees
- Students
- Needs Assessments
- Goals
- Evaluation Results

Planning Process

Community College System Threefold Mission

Implementation Process

Evaluation Process

Offerings & Services
- Transfer Program Offerings
- Technical Program Offerings
- Continuing Ed. Offerings
- Community Services
- Training/Retraining Programs
- Student Services
- Job Placement
- Administrative Operations

Evaluation Activities
- Assessment of Transfer Program
  - Success of Transfer Student
  - Transfer Curricula
- Assessment of Technical Programs
  - Program Review
  - Program Advisory Committees
- Student Questionnaires
  - Exit
  - Graduate Follow-Up
  - Previously-Enrolled Student Questionnaire
  - Entering Student Surveys
- Employer Questionnaire
- Faculty Evaluation
  - Annual Performance Review
- Staff Evaluation
  - Annual Evaluation
- College Evaluation (Internal)
  - Annual Review
  - Periodic Review -
    - Fifth Year Unit Review
    - Program Reviews
- Externally Funded Programs
- Accreditation Agencies
  - Programs
  - Institutions

with input from individuals previously listed, needs assessments, evaluation results, purpose statement and college goals to develop the college plan. The college advisory board members and various program advisory committees representing the external constituency of the college also have an opportunity to participate in the process. The primary focus in this input process is to minimize the paperwork and to maximize the thought and creative processes of the college's constituents. The result is the college plan which indicates the direction of the college over the upcoming five-year period.

Although the five-year planning cycle is a formal one initiated by the University of Kentucky and the Community College System, planning and evaluating past and future activities is a continuous process which is not restricted or hindered by time constraints or time cycles. As needs and priorities change and as evaluations reveal strengths and weaknesses, activities which the college pursues or plans to pursue also change.

The major planning components of the five-year plan include:

1. Enrollment Projections
2. Graduate Projections
3. Continuing Education/Community Service
4. Academic Programs
    a. Deletions
    b. Improvements
    c. Expansions
    d. New Curricula
5. Support Programs
    a. Library
    b. Student Services
    c. Administration
    d. Physical Plant/Operations
    e. Faculty Development
    f. Counseling/Advising
6. Personnel Projections
7. Equipment Requests
8. Land-Use Plans
9. New Construction Requests
10. Computing needs

In addition to the budgetary requests that accompany the college plan, each major component is evaluated in terms of the adequacy of its faculty, support staff, current expense funds, equipment, library resources, computing support, and space. Input for all of the above comes from the faculty, staff and external groups who are involved in the programs.

Each community college president submits a college five-year plan to the Chancellor for the Community College System. The college plans are thoroughly reviewed; and based on the goals, objectives, and priorities of the individual colleges and the Community College System, state-wide plans are formulated. The result is the five-year plan for the Community College System which is submitted to the President of the University of Kentucky. The process is repeated on a university-wide basis for the three sectors of the University of Kentucky (Medical Center, Lexington Campus and Community College System). The University of Kentucky five-year plan is submitted to the University Board of Trustees. After review and approval by the University of Kentucky Board of Trustees, the entire University of Kentucky five-year plan is submitted to the Council on Higher Education and the Governor. The Council on Higher Education makes recommendations to the Governor and legislature on biennial budget requests for all public higher education institutions. It should be noted that the Community College System budget is a separately identifiable portion of both the University of Kentucky and the Council on Higher Education budgets.

In summary, the five-year planning process is the primary tool used by the colleges, the System, and the University of Kentucky to establish priorities and directions for the future.

Biennial Budget/Plan Process

A major component of the five-year plan as described previously is the biennial budget which represents the most immediate needs and thus becomes the basis for short-range planning (i.e., two years). The biennial budget process coincides with the constitutionally mandated meetings (even-numbered years) of the Kentucky General Assembly which meets for a maximum of sixty days every two years (excluding special sessions called by the Governor). Because the biennial budget plan is a part of the five-year plan, all of the elements and components--planning and evaluating--described in the previous section are included.

After the General Assembly votes on appropriations for the various segments of higher education and the Governor signs the appropriate documents, the funds flow back through the Council on Higher Education, the University of Kentucky and the Community College System.

Individual college budgets (excluding mandated appropriations) are then negotiated between the community college president and the Chancellor for the Community College System based on available dollars, targeted programs and state-wide priorities.

Annual Budget/Plan Process

Utilizing the priorities established in both the five-year plan and the biennial budget and input from the various constituents, the college president submits his annual prioritized budget requests to the Chancellor for his consideration. Each request is accompanied by adequate documentation, projections of costs, desired outcomes, etc.

After specific budgets have been finalized for implementation in the new fiscal year, the community college president submits to the Chancellor for the Community College System a list of annual objectives for the college based on input from the various sectors of the college. Thus, each program, division, and sector has participated in the planning, budgeting, goal-setting, and evaluation process for the college.

In January of each year, the college president is required to submit a status report on the college goals, based on input from the various sectors of the college, to the Chancellor. The process is repeated at the end of the academic year in June when formal annual reports are submitted along with plans for the following year to the Chancellor of the Community College System.

Assessment

Through the assessment of institutional effectiveness, institutions systematically compare institutional performance with institutional purpose and use the results in planning for the improvement of the educational programs and services provided for students. The primary purpose of a systematic assessment process is the continual improvement of teaching and learning. It is important to determine (1) what students learn in college, (2) if the college experience will contribute to students/graduates functioning in a complex world, and (3) if college experiences contribute to the students' progress toward accomplishing their goals.

College-wide assessment is a difficult task and requires careful analysis and professional judgment. It is more than counting numbers of applicants, enrollees, graduates and programs. "While these statistics are certainly important, they do not adequately describe the diversity of student goals or the variety of desirable outcomes produced through the community college experience" (Building Communities, 46).

Understanding and improving the educational process is the important focus. Assessment of this process should occur at all levels within an institution. Assessment begins with entry level measurement of basic skills for all students admitted to degree programs and continues in the classroom in order to determine student achievement and faculty effectiveness in individual courses. Assessment is extended into college-wide and system-wide evaluation in order to measure general institutional effectiveness and determine the impact of the individual educational programs and the educational process overall.

The broad range of assessment activities within the Community College System are in place in order to evaluate the outcomes in relation to the objectives consistent with the mission. Examples of questions that must be answered are:

1. How effective is the general two-year academic curriculum with credits transferable to two-year and four-year colleges and universities?
2. How effective are the two-year technical and semiprofessional programs?
3. How effective are the courses in general education, including adult education, not necessarily intended for transfer?

In order to answer these and similar questions, a large amount of data is collected on programs, students, personnel and the institutions as a whole.

Assessment of Transfer Program

In order to assess the quality of the community colleges' pre-baccalaureate or transfer programs, the academic success of individual students after they leave the System must be determined. Periodically, the Community College System studies the success of transfer students to the University of Kentucky from a community college. The findings usually show that community college transfer students' grades dropped on the average approximately half a letter grade the first semester after transfer. This overall difference is consistent with other studies in other states which term this drop "transfer shock." Normally, these transfer students recover and perform much like "native" students by the time they receive their baccalaureate degrees. It should be noted that most of these studies looked only at students transferring to the University of Kentucky and did not include the other public or private four-year institutions. Furthermore, students included in these studies have not necessarily been graduates of any community college but may have taken as few as one or two courses at a community college before transferring to the University of Kentucky.

In order to determine the effect of a community college's course offerings and quality of instruction, additional criteria must be developed for assessing transfer students. The number and type of courses taken at a given community college probably should be categorized in order not to compare the student who has taken a full two-year curriculum with those who have taken considerably less.

At present, the Community College System is exploring the possibility of receiving grade information each year from each of the public four-year universities and possibly some private institutions. (The Table on Page 329 indicates the number of students transferring from each of the 14 community colleges to the public universities in Kentucky during Fall, 1987. Data for Fall, 1988, are not yet available.) For the purposes of institutional research, the universities could submit average grade reports by discipline to the community colleges on their transferring students along with average grades for "native" students. This information could be categorized by "type" of transferring student (associate degree graduate, students with less than two years of course work or less than one year of course work, etc.) at the individual colleges and used to provide feedback to faculty, program coordinators and advisors.

Another way of determining quality of the pre-baccalaureate or transfer programs is to evaluate the curricula for the Associate in Arts and Associate in Science degrees. The Community College System is currently evaluating (1) the availability and range of courses offered at each college in order for students to fulfill the Associate in Arts and Associate in Science degree requirements, and (2) the qualifications of the faculty who teach the courses in these two degree programs. Other data to be considered include the retention rate of students and the graduation rate of pre-baccalaureate students.

Assessment of Technical Programs

One method of assessing technical programs is the "program review process." Each career program which leads to an Associate in Applied Science degree is formally evaluated at least once every five years according to a time schedule established by the Community College System and the Council on Higher Education. Also, programs which have fewer than 25 students enrolled and/or fewer than 10 graduates each year are evaluated annually. Additionally, presidents may require program faculty to conduct annual program reviews. The program faculty and program advisory committee are involved in the program review process. The results are examined by the division chairman, dean of academic affairs, and the president and then discussed with representatives of the Community College System.

The areas identified and evaluated through the program review process are listed below:

1. Program strengths (e.g., demand for graduates, community support, student demand, certification/registry exam results).
2. Program weaknesses (e.g., low enrollment, few graduates, lack of equipment, poor facilities, few jobs for graduates).
3. Program objectives as published in previous reviews and progress toward accomplishing each objective.
4. Program objectives for the next five years.
5. Current, relevant manpower data in the college service area, and if appropriate, state-wide (e.g., entry-level openings for graduates of the program for a three-year period).
6. The success of the program in meeting the expressed goals of students as indicated by Exit Interviews.
7. Enrollments in courses specific to the technical program.
8. Composition of program enrollment (e.g., number of applicants, number of continuing students--attrition and retention, number of majors, number of graduates).
9. Number and percent of graduates employed in positions related to the program major or continuing in a baccalaureate degree program.
10. The beginning salary for graduates employed full-time.
11. Graduate career progress.
12. Results of certifying, licensing or registry examinations.
13. Faculty qualifications.
14. Program resources.

Past program reviews have indicated that technical program graduates are employed in positions related to their educational major and employers are satisfied with their entry-level competencies. In general, Allied Health and Nursing graduates have performed well on certifying, licensing or registry examinations. A small percentage of technical graduates transfer to baccalaureate programs in their majors.

The information provided through the program review process is used in decision making relative to program planning and development and resource allocation. For example, since 1982, 25 technical programs have been "deactivated" as a result of the program review and 19 new ones initiated in response to community needs. Of the 19 new programs, 7 are located at the newest college, Owensboro Community College. During this same time period, "options" have been added and deactivated for existing programs throughout the System (e.g., Management Information Systems added to Business Technology--an associate degree program in management).

In addition to the formal program review process, some of the community college presidents request that the program advisory committees conduct reviews of the technical programs. Through these reviews, the program advisory committee members (individuals from the professions, business and industry) evaluate the technical program offerings and competencies in relation to the requirements of the profession, business or industry. Additionally, they provide information on the strengths and weaknesses of the program, changes needed and future projections. A summary document is prepared and submitted to the president of the college who shares the information with the program faculty.

Program advisory committee members also assist with program review and evaluation in a more informal way through semiannual meetings with program faculty.

Assessment Techniques Common to Both Transfer and Technical Programs

Each community college conducts a series of surveys regularly as a part of an on-going outcomes assessment process (see Page 330 for current schedule). The instruments used include the Exit Questionnaire, Graduate

Follow-up, Employer Questionnaire, and the Previously-Enrolled Student Questionnaire (see Pages 336-349 in the Appendix for copies of forms used).

"Exit Questionnaires" are given to students when they apply for graduation. The purpose of the "Exit Questionnaire" is to learn about the perceptions of the student pertaining to satisfaction with faculty, courses and programs, satisfaction with student services and support and help received in reaching academic and personal goals. Furthermore, it asks the students about their future academic and career plans. Over the years, through the "Exit Questionnaires," graduates have indicated satisfaction with the quality of instruction and programs and rated favorably the student support services. Areas in which the students indicated a need for improvement included social and cultural activities and job placement services.

The "Graduate Follow-up" is designed to gather information on graduates who are working full-time and/or those who have transferred to another college. It is sent to graduates several months after graduation. Beginning in the academic year 1980-1981, a yearly follow-up questionnaire has been sent to all graduates--including pre-baccalaureate and technical area students.

For the graduate who is working full-time, the questionnaire assesses length of time to find employment, how the job was found and its relation to the graduate's major and annual salary. Furthermore, the graduate is asked to rate the level of preparation provided by the community college in relation to the job requirements. The graduate is also asked if the employer may be contacted for an evaluation of the work performance of the graduate and the preparation provided by the college.

For the graduate who has transferred to another institution of higher education, the questionnaire asks for academic major, degree goals in attending the new institution, number of credit hours taken the first semester, ratings of academic preparation provided by the community college in specific areas, and problems, if any, in transferring to the new institution (credits, records, financial needs, personal adjustment, etc.).

All graduates are asked to list the community college's strengths and weaknesses as they relate to job and/or academic preparation. They are also asked to suggest improvements that could be made at the college.

Faculty involved in both the pre-baccalaureate and technical areas use the feedback from graduate questionnaires to assess courses and programs. These questionnaires are mailed to graduates after they have left the colleges and are answered voluntarily and response rates have been historically about 50 percent. This can be a problem particularly in a program area in which a relatively small number of students graduate each year. Of the 50 percent responding in recent years, the vast majority of the graduates rated their academic preparation as good or excellent. The typical graduate entering the job market was able to obtain work within a month of graduation. Of those students who transferred to four-year institutions, the most common problems cited were maintaining grade point standing and adjusting to a large institution. The third most cited problem area was financial difficulty.

For those students who are working full-time after graduating from the community colleges, "Employer Questionnaires" are used (if the graduate supplies the name and address of the employer when answering the "Graduate Follow-Up").

"Employer Questionnaires" were previously (from 1982-1984) composed of general questions concerning the graduate's level of preparation and work performance. These were mailed to all the employers whose names and addresses were supplied by the graduates on the "Graduate Follow-Up." Currently, the System is developing "Employer Questionnaires" that are specific to technical program areas such as associate degree nursing (see Pages 344-347 in the Appendix), dental hygiene, and the physical therapy assistant and medical laboratory technician programs. The idea behind tailoring the employer surveys to the specific area is to provide program coordinators with detailed information about graduates' work performance and level of preparation. This enables faculty to identify areas of strengths and weaknesses and make appropriate changes. The employers who have responded to surveys generally are well satisfied with the community college graduates. A large number of employers perceive the community college education as important in their hiring decisions and decisions regarding future promotions. Employers also rate as good or very good education/technical skills and work habits of the graduates.

Other types of surveys and studies of Kentucky community college students include assessments of individuals who have enrolled in the colleges but did not graduate. The purpose of the "Previously Enrolled" survey is to ascertain the reasons for leaving the particular community college (e.g., transferred out, personal problems, academic problems). Past "Previously Enrolled" survey results indicated that the most commonly cited reasons for leaving the community college prior to graduation were personal in nature.

Furthermore, some of the colleges use "Entering Student Surveys" (see Pages 350-351 in the Appendix) to assess initial academic goals, need for financial aid, reasons for choosing college, etc. In the Fall, 1984, all incoming first-time community college students were surveyed. The survey results indicated that 35 percent of the students planned to earn a two-year degree and 50 percent planned to work toward a bachelors degree. Sixty-three percent had no previous higher educational experience. Forty-four percent of the students were the first in their families to attend college. Location was cited more often than any other factor in students' choice of college, and the opportunity to work while attending the community college was the second most often cited reason for choosing the community college. Sixty-three percent of the students over 25 years of age did not perceive they had a higher education alternative had the community college campus not been accessible. Thirty-seven percent of the total group said they would not have attended an institution of higher education if a community college had not been available. Nearly half of the students perceived they needed special help in their mathematical skills, public speaking skills and study skills as they continued their educations at the community college.

Since 1984, some of the individual colleges have been surveying their entering students. For example, the newest college, Owensboro Community College, has surveyed their entering students every semester. Results of the Spring and Fall, 1988, surveys indicated that about 30 percent of the students would not have gone to college at all if the community college were not located in the area. Sixty-eight percent of the students said the reason for attending the community college was to be able to work while attending.

The future plans for monitoring community college students include the development of an "integrated student data file" for each student. Various types of data, beginning with the student's initial entry into higher education, would be combined into one file. A complete student data file would include high school preparation, stated needs and goals, basic background and demographics, academic transcript at the community college, existing questionnaire responses, graduate and employer follow-up assessments and academic success in transferring to four-year institutions (if relevant). An integrated student data base such as this would facilitate the study and assessment of institutional effectiveness as well as provide pertinent and timely feedback to faculty and administrators for program planning and improvement.

Assessment of Continuing Education/Community Service Activities

A formal internal review/evaluation process is used for the assessment of the continuing education component at each of the colleges. Each component is evaluated periodically. The business/industry liaison and continuing education coordinator are involved in the evaluation process. The results are examined by the dean of academic affairs and the president and discussed with representatives of the Community College System.

The continuing education program areas identified and evaluated through the program review process are listed below.

1. Program strengths.
2. Program weaknesses.
3. Suggestions for improving the program.
4. Enrollment trends over a three-year period (e.g., headcount, education units awarded and class size).
5. Academic division program offerings and target groups (e.g., engineers, accountants and nurses).
6. Documentation of student satisfaction with offerings. (Evaluation instruments are distributed to all participants in continuing education course offerings.)
7. Documentation of involvement of target groups in planning course offerings.
8. Documentation of community needs surveys conducted, along with results.
9. Current academic division continuing education plans.
10. Program objectives for the next three years.
11. Revenues generated and amounts expended for a three-year period.
12. Evaluation of all program resources (e.g., faculty, clerical, teaching materials, equipment, facilities, etc.).

13. Evaluation of records management system used.

The information provided through the evaluation process is used by the colleges in planning and implementing future course offerings as well as to make administrative improvements.

In addition to the periodic review, the continuing education/community service component of each college prepares semi-annual reports which include a list of activities, number of individual continuing education units awarded, institutional continuing education units recorded, income generated and amounts expended.

Evaluation of the continuing education and community service offerings at the individual colleges, as well as the increased participation and increased requests for offerings, indicate that the continuing education programs at the colleges are providing an effective and valuable service to the communities.

Annual Performance Reviews

As stated in the University of Kentucky Administrative Regulations, the performance of non-tenured faculty is reviewed annually and the performance of tenured faculty is reviewed annually or, at the discretion of the president of the college, during the first year of each biennium with the rating applying for the biennium. The primary purpose of the performance review is individual and institutional self-improvement. The review includes a quantitative assessment and a qualitative judgment of the faculty member's activities in teaching and advising, continuing education and community service as related to the program of the college, and professional activities and educational leadership.

A typical performance review process for a full-time faculty member can be described in the following manner. Each member of the faculty compiles a report of activities related to the areas of responsibility and writes a self-evaluation. Student evaluations of instruction and advising are collected on each faculty member. Additionally, assessments of the faculty member's performance are provided by colleagues, the program coordinator where appropriate, division chairman, academic dean and president. The faculty member's total assessment results in the assignment of a performance rating by the president of the college. The faculty member receives the assessment results and the performance rating through discussion with the respective division chairman and the assessment becomes a part of the faculty member's professional development planning for the coming academic year. An appeals process is in place for faculty who disagree with the assigned performance rating.

In addition to being a part of the professional improvement planning, the performance assessment of faculty is a major factor in determining annual salary increases and opportunities for promotion, all of which are based on merit. The five performance rating categories used are Meritorious, Outstanding, Good, Satisfactory and Marginal (see Page 331 for "Rating Form").

A "Merit Pay Study" for the years 1975-1989 was conducted by the President at Jefferson Community College for the purpose of determining the impact of the University of Kentucky's Merit Pay System at Jefferson Community College. The study provides evidence that the merit system does reward faculty who perform at high levels of expectations. A copy of the study is provided in the appendix of this section, beginning on Page 352.

A valuable faculty development program offered by the Community College System is the "Teaching Improvement Process" (TIP). The program is not a part of the formal faculty performance review process, but provides a consulting service to faculty who voluntarily want to analyze their teaching and implement changes. Faculty members, who are recognized by their colleagues as outstanding teachers and who have attended a teaching consultants' workshop, serve as consultants. Teaching consultants work with two or three instructors each semester and are released from one three-hour class to do so. Since TIP was implemented in 1977, over 400 Community College System faculty have participated in the program, and participants have consistently given the program excellent ratings. A research project, initiated in the 1988 Fall semester, is studying the effect the program has in changing student-perceived teaching behavior. The results of this project will be available in early 1990.

Student evaluations of instruction are a part of the evaluation process for part-time faculty each semester. The division chairman and dean of academic affairs review the results of part-time faculty evaluations prior to re-employing them the following semester.

In addition to the faculty performance review process, all staff--professional and administrative, technical, office and clerical, and service and maintenance--are evaluated annually for the purpose of individual and institutional improvement. The evaluation results are reviewed and discussed with the individuals by their respective supervisors in terms of the mission and objectives of the college. Plans for improvement are made appropriately.

Annual Review/Report

As stated in the University of Kentucky Governing Regulations and the Administrative Regulations, each educational unit in the University (including individual community colleges) is reviewed annually and evaluated periodically. The primary purpose of the reviews and evaluations is the improvement of the colleges, programs and performances of individuals. The annual review does not reach the degree of formality nor the depth of analysis and study envisioned for the periodic evaluation. The annual review includes a critique of achievements and areas requiring attention during the past year, an assessment of the current status of the unit and the identification of needs for the future. It is an opportunity for communicating the president's assessment of the quality of the college and individual performances, for identifying new goals, recommending priorities and making suggestions for improvement.

Each designated unit (i.e., learning center, library) and division of a community college sets annual goals which become a part of the broader college goals. These goals are evaluated for progress at mid-year and again at the end of the academic year as a part of the annual report submitted from each unit/division to the president of the college.

The results are used by the unit coordinators and division chairmen within the college to identify equipment, personnel and space needs, which become an integral part of the annual budget and space allocation requests forwarded by the president to the Community College System.

Results also provide a basis for planning strategies of improvement, expansion, or elimination as necessary. These strategies are developed through consultation and discussion among unit coordinators and division chairmen and then become the means whereby new goals are established and continuing goals are revised for the coming academic year.

Results from the annual unit review are also used to adjust personnel assignments, to realign course offerings and to revise course content and textbook selection.

Periodic Evaluation--Fifth Year Educational Unit Review

As specified in the University of Kentucky Governing Regulations and the Administrative Regulations, the periodic evaluation is a more formal and structured review/evaluation of each of the community colleges and is scheduled at least once in each five-year period (referred to as fifth year unit review). The periodic evaluation usually occurs during a year of a ten-year institutional self-study related to accreditation or during the fifth year after such a study. A review of the work of any of the community colleges at other than the regular period may be initiated by the president of the college, by the Chancellor of the Community College System, or by the President of the University of Kentucky. Additionally, such a review is initiated ordinarily if requested by a majority of the members of the community college.

The primary purpose of the periodic evaluation is the improvement of the college, its programs and the performances of the individuals involved. The ultimate concern is the degree of progress the college is making toward its goals.

Each college makes formal preparations that will assist in the periodic evaluation process. The preparations include a Program Summary Report for each degree program which summarizes the nature, scope, content and findings of the college's past reviews of the degree programs and presents the programs' performance objectives for the next five-year period. The Chancellor for the Community College System appoints an ad hoc Review and Evaluation Committee which is charged with reviewing and evaluating the performance of the college and its leadership. The ad hoc Review and Evaluation Committee reviews college documents and the Self-Study Report prepared by the college and then visits the college for two or three days. The visiting committees are formed from faculty and staff members from colleges within the System and students and may include alumni and members of the practicing professions where appropriate and community college faculty and administrators from outside the state. The procedures listed below must be incorporated in the operation of all visiting committees.

1. Study of any accreditation, self-study, or other evaluative reports that are timely.
2. In-depth interviews with the chief administrative officer and with members of that officer's administrative staff.
3. Provision for both faculty and student inputs on the operation and progress of the unit (AR II-1.0-6).

In its review and evaluation of the performance of the college and its leadership, the visiting committee includes the following questions.

1. What are the identifiable goals of the unit and to what extent are these goals consistent with the purpose of the University?
2. What are the plans which have been formulated in the unit for attaining these goals?
3. For each degree program included in the unit's review, what are the performance objectives for the program for the next five years?
4. How adequate are the resources available for the attainment of the unit's goals and program performance objectives?
5. If resources are not completely adequate to the attainment of all goals and program performance objectives, how are priorities for the allocation of resources determined?
6. How effective is the management of the unit in maximizing program effectiveness in terms of resources available?
7. Are the operating procedures of the unit compatible with the Governing Regulations, rules of the appropriate academic senate, rules of the unit and any other applicable regulations?
8. What evidence is there of improvement of quality of faculty, staff and programs during the period being reviewed? What is the state of faculty morale? Is there equity in the assignment of individual work-loads? Does the faculty have adequate opportunity for participation in the development of academic policy and academic programs and in other appropriate activities within the unit? Is

there equitable distribution of appropriate activities within the unit? Is there equitable distribution of unit resources among the faculty members?

9. To what degree has the unit been involved in experimental and/or innovative programs appropriate to the unit, and are there evidences of internal evaluations of change and of the on-going programs of the unit?

10. What progress has been made in achieving the program objectives stated in previous reviews? (AR II-1.0-6).

The visiting committee conducting the periodic review and evaluation makes a written report (with a summary) to the Chancellor of the Community College System. The Chancellor shares the report with the president of the college and forwards an executive summary of the report to the President. The report contains an evaluation of the current level of performance of the college and its leadership, and a judgment, supported by as much factual information as possible, of the progress of the college during the period being reviewed. Additionally, copies of the final version of the Program Summary Reports as prepared by the colleges, along with conclusions and recommendations, are submitted by the University Administration to the Council on Higher Education. Recommendations may include continuation, expansion or deactivation of a technical program.

Assessment of Externally Funded Programs

Programs funded through outside sources prepare annual evaluative and analytical reports for the respective funding agencies. The reports are utilized by the colleges' grants administrators, in consultation with advisory committees and college administrators, to determine levels of success, additional needs and special problems to be addressed in developing plans for the coming funding year. Any additional equipment and personnel needs are requested in the new grant budget and any new plans are explained as they relate to the results.

Periodically, a representative of the external funding agency may visit the college for a site visit or audit to monitor the progress being made toward the stated objectives, the internal accounting procedures being used, etc.

Evaluation by External Accreditation Agencies

Allied Health Program Accreditation/Approval. "Program Accreditation" is a process by which a voluntary, non-governmental agency or organization (e.g., American Physical Therapy Association, Commission on Accreditation in Education) appraises and grants accredited status to programs which meet predetermined structure, process and outcome criteria. The purposes are to evaluate the performance of an educational program and to provide to consumers information upon which to base decisions about the use of the institutions, programs, services and/or graduates. Periodic assessment is an integral part of the accreditation process in order to ensure continual acceptable performance. Accreditation is conducted by agencies which have been recognized or approved by an organized peer group of agencies as having integrity and consistency in their practices.

The Council on Postsecondary Accreditation (COPA), a national, non-profit organization, has as its major purpose the support, coordination and improvement of all non-governmental accrediting activities. It is this group that interrelates the forces involved with accreditation in an effort to serve the public interest.

In some instances, a program must be granted "accreditation eligible" status (e.g., dental hygiene, American Dental Association, Commission on Dental Accreditation) prior to enrolling students. This accreditation classification provides evidence that the developing education program appears to have the potential for meeting the standards set forth in the requirements for an accredited educational program.

A list of accredited programs offered by the University of Kentucky Community College System is on Pages 332-333. Generally, each program prepares its "self-study" as prescribed by the accrediting body, submits the report and its accompanying documents, receives a visit from an evaluating committee, and responds to a formal report. These reviews are thorough in analyzing curricula and course content, evaluating equipment and supplies, studying student success rates on the licensing exams and in job placement, and in evaluating the credentials of the teaching faculty and the integrity of the laboratory experiences. Although the standards for accreditation are exacting, these formal reviews ensure that the allied health programs meet the certification standards of the accrediting body and thus encompass qualitative measures of performance.

Results of the studies and recommendations of the visiting teams are utilized locally through strategic planning by program coordinators and program faculty in conjunction with the president and academic dean. Where indicated, program faculty submit equipment, materials and personnel requests to the academic dean. Also where necessary, courses and curricula revisions may be proposed by the program faculty and coordinators.

"Approval", as opposed to accreditation, is a process conducted by an agency of state government (e.g., Kentucky Board of Nursing) to (1) assure the public that approved programs meet board requirements, (2) determine that minimum standards are met by programs, (3) prepare graduates for admission to the licensure examination, (4) facilitate licensure by endorsement, and

(5) encourage development and improvement of educational programs. In the case of nursing, this type of approval must be in place before an institution can admit students to a program.

Regional Accreditation for Colleges and Universities. Accreditation is a means by which institutions of higher education recognize and accept one another--i.e., credits are readily transferable among accredited institutions. It also serves as a self-regulatory mechanism which fosters public confidence, maintains minimum standards and enhances institutional effectiveness.

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for postsecondary institutions that award degrees at the associate, bachelor's, master's and doctor's levels. The Commission on Colleges is also recognized by the U.S. Department of Education as an approved accrediting agency and holds membership in the Council on Postsecondary Accreditation (COPA). Each of the states has six members who serve on the Commission on Colleges. The Southern Association of Colleges and Schools is one of several regional associations which in combination form an effective national system for the assurance and improvement of quality in higher education.

The colleges in the Community College System are accredited (individually rather than as a System) by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Owensboro Community College, the newest college which started as a campus of Henderson Community College, shares in the accreditation of Henderson Community College and will continue to do so until it receives separate accreditation. Owensboro Community College will be visited by an "accreditation committee" sometime during the

Fall of 1989 to be reviewed for initial accreditation. Each of the other thirteen colleges will be visited by a "reaffirmation committee" sometime during 1990 or 1991. Reaffirmation requires a self-study and demonstration of compliance with all conditions of eligibility and all applicable criteria for accreditation.

The Middlesboro campus of Southeast Community College recently received approval from the Southern Association of Colleges and Schools to offer all the courses in the Associate in Arts and Associate in Science degree programs. The degrees will be awarded by Southeast Community College which is already accredited.

The Commission on Colleges of the Southern Association of Colleges and Schools provides to institutions seeking candidacy, membership or reaffirmation written conditions of eligibility and Criteria for Accreditation. Any institution seeking candidacy, membership (accreditation) or reaffirmation must document its compliance with each of the Conditions of Eligibility (see Pages 359-360 in the Appendix). Institutions seeking initial accreditation must have been in operation through at least one complete degree program cycle and have graduated at least one class in addition to documenting compliance with the thirteen Conditions of Eligibility and fulfilling requirements listed in the Criteria prior to action being taken on the accreditation candidacy. The Criteria includes the broad areas of Institutional Purpose, Institutional Effectiveness, Educational Program, Educational Support Services and Administrative Processes. The Criteria present "must" statements which represent requirements which institutions must meet in order to comply with the Criteria. On Pages 361-384 in the Appendix, a list of "must" statements from the Criteria for Accreditation is available. "Should" statements which are considered advisory and are not intended to be prescriptive are also in the Criteria.

Five years after initial accreditation and every ten years thereafter, each college conducts a comprehensive self-study in preparation for a reaffirmation committee visit. The self-study is broadly participatory and involves administrators, staff, faculty, students, college advisory board and program advisory committees, with the college president playing a lead role. The self-study addresses, in an analytical manner, each aspect of the operation of the institution and identifies the strengths and weaknesses. It emphasizes institutional effectiveness, including planning and evaluation. The value of the self-study is the indepth study and analysis conducted by the various college teams as a part of the process, and the end result is a documented current picture of the institution and a plan for the future direction of the college. Recommendations for correcting identified weaknesses are also made by the college teams, and subsequent actions are taken to correct the weaknesses. Suggestions for improving the institution may also be made by the college teams.

Upon the completion of the self-study, the college is visited by a committee of peers from similar institutions which represent the Commission on Colleges. The visiting committee assesses the overall institutional effectiveness of the college and the college's compliance with the Commission's Criteria. The quality of education provided by the institution is the primary consideration in the decision to confer or reaffirm accreditation. Traditionally, accreditation has focused attention upon institutional resources and processes; it was assumed that if an institution has certain resources and uses certain processes, effective education will occur. A comprehensive approach to accreditation is now taken. This takes into account resources and processes of education as well as the evaluation of the results of education and plans for the improvement of the institution's programs. The three objectives of the visiting committee are (1) to evaluate the institution to determine if it meets the Criteria, (2) to evaluate the adequacy of the self-examination and (3) to serve as helpful collegial consultants to the institution. This is done for the college's own guidance and that of the Commission on Colleges of the Southern Association of Colleges and Schools in reaffirming accreditation. Accreditation is based on conditions existing at the time of reaffirmation and final interpretation of the Criteria rests with the Commission on Colleges.

In its formal report to the Commission on Colleges, the visiting committee writes a recommendation when it is the committee's judgment that an institution does not comply with a "must" statement of the Criteria. An institution must respond in writing to each recommendation included in the committee's report. Because "should" statements are advisory, an institution is not required to address the committee's suggestions in its response to the Commission.

In summary, the self-study and the visiting committee assessment evaluate institutions to (1) ensure that they meet minimum standards of quality and (2) ensure the effective fulfillment of their educational purposes.

Use of Evaluation Results

The results obtained through the various assessment procedures are used in the continuous planning and evaluation process. For example, five-year plans are revised, annual plans are revised, programs are deactivated, new programs are planned and implemented, and faculty and staff development activities are planned. The colleges also capitalize on identified strengths in planning for the future.

Each community college president prepares an annual report for the Chancellor of the Community College System, outlining significant accomplishments for the year, status of progress toward meeting stated goals and objectives, and plans for the next year. Biennial progress reports are also prepared for eventual consolidation into a report for the legislature on the progress of the University of Kentucky for the two-year period.

Price Waterhouse and MGT of America, Inc. Review of the Community College System

In July, 1981, the Council on Higher Education contracted with Price Waterhouse and MGT of America, Inc., to conduct a management review of the state's public higher education system. Two reports, Phase I, issued in November, 1981, and Phase II, issued in June, 1982, were the culmination of an intensive review of the mission, organization and administration of the University of Kentucky Community College System and all other public institutions of higher education in the state.

The findings, exemplary practices and conclusions of their study relating to the University of Kentucky Community College System were both positive and significant. The report stated that "Much of the progress in improving the educational level of the people of Kentucky can be related to increased accessibility of educational institutions resulting from the creation of the University of Kentucky Community College System. . .(Price Waterhouse and MGT of America, Inc., 1981, p. III-3).

Other findings and examples of exemplary practices cited were:

> The University of Kentucky Community Colleges, within the constraints of limited funding, appear to be the most tightly administered higher education institutions in the state. They have

> lower costs per credit hour than any of their selected benchmark community colleges.
>
> The operating costs of education at a community college are often less than the cost of lower level instruction at the four-year institutions. While these findings are consistent with the experience of other states and therefore not unexpected, it appears that opportunities may exist for cost savings if more students would begin their postsecondary education in a community college (Price Waterhouse and MGT of America, Inc., 1981, p. I-12).
>
> The University of Kentucky Community College System has established a standardized system for student follow-up to monitor the career success of their graduates. Their procedures appear well developed and are operating smoothly. (Price Waterhouse and MGT of America, Inc., 1981, p. I-10.)

Based on the findings of their study, Price Waterhouse and MGT of America, Inc., made the following recommendations:

> The Commonwealth of Kentucky should conduct further study of the opportunities for increasing the role of community colleges in Kentucky higher education.
>
> As enrollment patterns continue to shift toward community colleges, Kentucky should allocate a larger portion of overall higher education funding to community colleges.
>
> We further recommend that the state identify community colleges as one of its top priorities for increased state funding of higher education. Community colleges are less expensive to operate, are readily accessible to a majority of the state's population, and, therefore, would be one of the most cost effective ways of improving the state's college attendance rates. (Price Waterhouse and MGT of America, Inc., 1981, pp. I-12, I-13, I-22.)

Summary

A continuous cycle of planning, implementation, evaluation and revision is in place at each of the colleges in an effort to maximize institutional effectiveness. This systematic self-examination is done in an effort to enhance the quality of decision making within each of the colleges, improve the quality of teaching, public service and overall educational experience of students.

A new component added during the 1988-89 academic year is the study of the Community College System being conducted by the Futures Commission. The recommendations and directions provided by the Commission will impact future planning, implementation and evaluation and thus increase institutional effectiveness in meeting the needs of the Commonwealth and its citizens.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

"Commission to Study the Future of Community Colleges in Kentucky"
"Toward the Year 2000"

EFFECTIVENESS - For Discussion:

1. How can the community colleges ensure that the educational needs of the communities become a part of the planning process?

2. What are some effective ways for the Community College System to monitor the changing needs of communities in order to determine the impact on the community college programs?

3. What additional means can be utilized to ensure the quality of the college offerings and services?

4. Should mandatory entrance assessment and placement for all degree-seeking students be instituted in all the community colleges?

5. How can the community colleges assess more effectively the technical programs?

6. How can the community colleges assess more effectively the transfer (pre-baccalaureate) program?

7. How can the community colleges assess more effectively the adult and continuing education/community service program?

8. If "program accreditation" is not required in order to offer a technical program, should funds be expended for program accreditation?

9. Should each community college provide a job placement service for graduates?

HEADCOUNT OF FIRST-TIME TRANSFER STUDENTS BY SENDING INSTITUTION TO PUBLIC UNIVERSITIES IN KENTUCKY

FALL 1987

	EASTERN KENTUCKY UNIVERSITY	KENTUCKY STATE UNIVERSITY	MOREHEAD STATE UNIVERSITY	MURRAY STATE UNIVERSITY	NORTHERN KENTUCKY UNIVERSITY	UNIVERSITY OF KENTUCKY	UNIVERSITY OF LOUISVILLE	WESTERN KENTUCKY UNIVERSITY	TOTAL
SENDING COMMUNITY COLLEGE									
ASHLAND COMMUNITY COLLEGE	24	-	51	-	2	85	3	2	167
ELIZABETHTOWN COMMUNITY COLLEGE	20	-	3	5	1	98	43	57	227
HAZARD COMMUNITY COLLEGE	32	-	15	-	-	27	-	-	74
HENDERSON COMMUNITY COLLEGE	2	-	2	19	-	52	7	18	100
HOPKINSVILLE COMMUNITY COLLEGE	1	-	-	22	-	30	5	27	85
JEFFERSON COMMUNITY COLLEGE	28	8	3	3	3	71	314	11	441
LEXINGTON COMMUNITY COLLEGE	29	-	1	2	7	225	4	5	273
MADISONVILLE COMMUNITY COLLEGE	-	-	-	25	-	15	2	35	77
MAYSVILLE COMMUNITY COLLEGE	6	1	27	2	10	23	-	-	69
OWENSBORO COMMUNITY COLLEGE	-	-	-	-	-	-	-	21	21
PADUCAH COMMUNITY COLLEGE	2	-	-	124	1	42	2	16	187
PRESTONSBURG COMMUNITY COLLEGE	37	-	53	-	-	60	1	-	151
SOMERSET COMMUNITY COLLEGE	82	1	-	-	-	36	5	7	131
SOUTHEAST COMMUNITY COLLEGE	23	1	1	-	1	30	2	1	59
TOTAL COMMUNITY COLLEGES	286	11	156	202	25	794	388	200	2,062

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF KENTUCKY

REGULARLY SCHEDULED STUDENT SURVEYS
1989-1990

Surveys	Next Survey Administration
Entering Student Survey (administered during registration or orientation each semester for all first-time freshmen)	January 1989 June 1989 August 1989
Exit Survey (administered during an academic year for all graduates -- August, December, and May graduates)	May 1989 August 1989 December 1989
Graduate Follow-Up Survey (administered in the fall semester after the academic year)	October 1989 (for 1988-1989 graduates)
Employer Follow-Up Evaluation of Individual Graduates (administered within 3 months of graduate follow-up survey for all graduates who supply names of employers)	April 1989 (for 1987-1988 graduates)
Previously Enrolled Student Survey (administered periodically to determine why students who enrolled did not graduate)	Fall 1989
Employer Evaluations and Projections for Graduates in General (administered periodically to determine general program improvement, future need for graduates)	Spring 1990

COMMUNITY COLLEGE SYSTEM
PERFORMANCE REVIEW RATING

____
Name of Faculty Member

For ______________________ your official college descriptive performance rating is
Year
indicated below:

☐ The faculty member has demonstrated an overall outstanding performance in the area(s) of activity specified in the individual's distribution of effort agreement(s) and, in addition, has made a meritorious contribution to the college during the review period.

☐ The faculty member has demonstrated an overall outstanding performance in the area(s) of activity specified in the individual's distribution of effort agreement(s).

☐ The faculty member has demonstrated an overall good or effective performance in the area(s) of activity specified in the individual's distribution of effort agreement(s).

☐ The faculty member has demonstrated an overall satisfactory or adequate performance in the area(s) of activity specified in the individual's distribution of effort agreement(s).

☐ The faculty member has demonstrated an overall marginal or less than satisfactory performance in the area(s) of activity specified in the individual's distribution of effort agreement(s).

I acknowledge receipt of the above rating.

______________________________ Faculty Member	______________________________ Date
______________________________ Division Chairman	______________________________ Date
______________________________ Director	______________________________ Date

Distribution: Original to Appointee; Yellow copy for Chancellor; Pink copy for Director; Goldenrod copy for Division Chairman.

Rev. 12/85

UNIVERSITY OF KENTUCKY
COMMUNITY COLLEGE SYSTEM

INVENTORY OF ACCREDITED PROGRAMS

PROGRAM NAME	ACCREDITING AGENT
Dental Hygiene	
Lexington Community College	American Dental Association
Maysville Community College	American Dental Association
Southeast Community College	American Dental Association
Dental Laboratory Technician	
Lexington Community College	American Dental Association
Medical Laboratory Technician	
Henderson Community College	Committee on Allied Health Education and Accreditation
Jefferson Community College	Committee on Allied Health Education and Accreditation
Somerset Community College	Committee on Allied Health Education and Accreditation
Nuclear Medicine Technician	
Lexington Community College	Committee on Allied Health Education and Accreditation
Physical Therapist Assistant	
Jefferson Community College	American Physical Therapy Association
Somerset Community College	American Physical Therapy Association
Paducah Community College*	American Physical Therapy Association
Radiologic Technology	
Lexington Community College	Committee on Allied Health Education and Accreditation
Madisonville Community College (accredited through Madisonville State Vocational-Technical School)	Committee on Allied Health Education and Accreditation

*Initial visit scheduled for April, 1989.

Respiratory Care

Jefferson Community College	Committee on Allied Health Education Accreditation
Lexington Community College	Committee on Allied Health Education Accreditation
Madisonville Community College	Committee on Allied Health Education Accreditation

Associate Degree Nursing

Elizabethtown Community College	National League for Nursing
Henderson Community College	National League for Nursing
Jefferson Community College	National League for Nursing
Lexington Community College	National League for Nursing
Paducah Community College	National League for Nursing

2/89

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"Institutional Effectiveness Report: Jefferson Community College." Unpublished paper, 1989.

McClenney, Kay. "Planning for Institutional Effectiveness." Address. Lexington Community College. Lexington, 1987.

Price Waterhouse and MGT of America, Inc. A Study of the Management Practices and Procedures of Kentucky's Public Universities and Colleges. Phase I. Washington, D.C., November, 1981.

Price Waterhouse and MGT of America, Inc. A Study of the Management Practices and Procedures of Kentucky's Public Universities and Colleges. Phase II. Washington, D.C., June, 1982.

University of Kentucky Governing Regulations and Administrative Regulations, 1986.

APPENDIX

University of Kentucky
Community College System
EXIT QUESTIONNAIRE

Your answers to the following questions will help us evaluate our programs and services. This form should take you less than ten minutes to complete. Your responses are confidential.

Community College: ______________________________
(please print full name)

Social Security Number (Student ID):

___ ___ ___ - ___ ___ - ___ ___ ___ ___

Name: (Please Print)

____
Last First Middle Initial

Permanent Mailing Address:

____
Street

____
State Zip Code

____
Area Code Telephone Number

Name and Address of person who will always know where you are:

____
Name

____
Street

____
City State Zip Code

Date of Graduation:
☐ Aug ☐ Dec ☐ May 19______

Major or Program Area: ______________________________

1. Did you transfer credits from a four-year college or university toward your community college degree?

a. ☐ Yes
b. ☐ No

Were you primarily a full-time or part-time student?

a. ☐ Primarily full-time (12 hours or more each semester)
b. ☐ Primarily part-time (less than 12 hours each semester)

3. How much help did your experience at this institution give you in reaching each of the goals listed below? (Please check one box for each item)

	Yes, Helpful 1	No, Not Helpful 2	Not a Goal 3
a. To discover my vocational interest	☐	☐	☐
b. To prepare for a new career	☐	☐	☐
c. To improve present job skills	☐	☐	☐
d. To increase my salary and/or possibility for promotion in my present job	☐	☐	☐
e. To complete courses for transfer to a four-year college	☐	☐	☐
f. To enrich my life	☐	☐	☐
g. To improve interpersonal and leadership skills	☐	☐	☐
h. To participate in campus activities	☐	☐	☐
i. To participate in cultural and and social events	☐	☐	☐
j. To improve self-confidence	☐	☐	☐
k. To meet people	☐	☐	☐
l. Other (please specify)	☐	☐	☐

____

____

4. How would you rate each of the following areas?

	Excellent 1	Good 2	Average 3	Fair 4	Poor 5
a. Overall impression of college	☐	☐	☐	☐	☐
b. Overall quality of instruction	☐	☐	☐	☐	☐
c. Accessibility of instructors	☐	☐	☐	☐	☐
d. Individual attention from instructors	☐	☐	☐	☐	☐
e. Courses in my major	☐	☐	☐	☐	☐
f. Preparation for employment	☐	☐	☐	☐	☐
g. Preparation for another college	☐	☐	☐	☐	☐
h. Availability of needed courses	☐	☐	☐	☐	☐
i. Convenience of course times	☐	☐	☐	☐	☐
j. Overall effectiveness in meeting community educational needs	☐	☐	☐	☐	☐
k. Buildings/facilities	☐	☐	☐	☐	☐
l. Other (please specify)	☐	☐	☐	☐	☐

5. How satisfied were you with each of the services listed below? (Please check one box for *each* item)

		Very Satisfied 1	Satisfied 2	Dissatisfied 3	Very Dissatisfied 4	Don't Know or Not Applicable 5
ADMISSIONS AND STUDENT RECORDS:						
a.	Admissions Office	☐	☐	☐	☐	☐
b.	Student Records and Transcripts	☐	☐	☐	☐	☐
c.	Registration	☐	☐	☐	☐	☐
d.	Orientation	☐	☐	☐	☐	☐
GUIDANCE AND COUNSELING:						
a.	Veterans Office	☐	☐	☐	☐	☐
b.	Testing Services	☐	☐	☐	☐	☐
c.	Financial Aid	☐	☐	☐	☐	☐
d.	Personal Guidance and Counseling	☐	☐	☐	☐	☐
e.	Career Development/ Counseling	☐	☐	☐	☐	☐
f.	Academic Advising by Counselors	☐	☐	☐	☐	☐
g.	Academic Advising by Faculty	☐	☐	☐	☐	☐
ACADEMIC SUPPORT:						
a.	Library	☐	☐	☐	☐	☐
b.	Reading, Writing, Math Skills Improvement	☐	☐	☐	☐	☐
c.	Study Skills	☐	☐	☐	☐	☐
	Fee Collection	☐	☐	☐	☐	☐
	Bookstore	☐	☐	☐	☐	☐
f.	Developmental Courses	☐	☐	☐	☐	☐
EMPLOYMENT SERVICES:						
a.	Part-time Employment While Student	☐	☐	☐	☐	☐
b.	Summer Job Placement	☐	☐	☐	☐	☐
c.	Job Placement after College	☐	☐	☐	☐	☐
EXTRACURRICULAR ACTIVITIES:						
a.	Cultural Programs	☐	☐	☐	☐	☐
b.	Recreational & Athletic Programs	☐	☐	☐	☐	☐
c.	Student Activities	☐	☐	☐	☐	☐
d.	Campus Organizations	☐	☐	☐	☐	☐

6. During most of the semesters you attended this institution, did you work other than in cooperative education? (check only one)

a. ☐ Yes, in a full-time job
b. ☐ Yes, in a part-time job
c. ☐ No, I worked only in cooperative education
d. ☐ No, I did not work most semesters

7. My plans once I complete my degree are: (check only one)

a. ☐ To continue working in the job I had before completing my degree
b. ☐ To work at a new job
c. ☐ To look for a job
d. ☐ To transfer to another educational institution
e. ☐ To not work or attend school within the next six months
f. ☐ Other, please specify: ______________________

____

8. If you are planning to continue your education, what is your ultimate educational goal? (check only one)

a. ☐ No plans to continue education
b. ☐ Another Associate degree
c. ☐ Bachelors degree
d. ☐ Masters degree
e. ☐ Professional degree (such as dentistry, medicine, law, theology)
f. ☐ Doctors degree (e.g., Ph.D., Ed.D., D.B.A.)

9. What college do you now plan to attend to continue your education? (check only one)

a. ☐ No plans to continue college
b. ☐ University of Kentucky
c. ☐ University of Louisville
d. ☐ Western Kentucky University
e. ☐ Eastern Kentucky University
f. ☐ Murray State University
g. ☐ Morehead State University
h. ☐ Kentucky State University
i. ☐ Northern Kentucky University
j. ☐ ______________ Community College in Kentucky
k. ☐ Other ______________________

10. If there had been no community college in the area, I probably would (check only one):

a. ☐ Not have attended college at all
b. ☐ Have gone to a 4 year Kentucky public college
c. ☐ Have gone to private 2 or 4 year college
d. ☐ Have gone to vocational school
e. ☐ Have gone to an out-of-state college

11. If you would NOT have attended another college, why not? (Check one box for *each* item.)

	Applies to me 1	Does not apply to me 2	
a.	☐	☐	Could not afford to live away from home
b.	☐	☐	Could not afford to move my family
c.	☐	☐	Could not leave the area due to personal reasons
d.	☐	☐	Could not leave the area due to career or business reasons
e.	☐	☐	Would not have had the confidence to begin college away from home
f.	☐	☐	Would not have had the academic skills to succeed in a larger university

12. Please write in the space below any comments (problems or suggestions) you have about your experience at the community college:

____

____

____

____

____

____

____

____

Thank you for your input.

University of Kentucky
Community College System

GRADUATE FOLLOW–UP QUESTIONNAIRE

Your answers to the following questions will help us evaluate our programs and services. This form should take you only a few minutes to complete. All answers will be kept strictly confidential. Thank you.

Name: (Please Print)

Last First Middle Initial

Social Security Number: ___ ___ ___ - ___ ___ - ___ ___ ___ ___

Permanent Mailing Address:

Street

City State Zip Code

Area Code Telephone Number

Graduate Information:

Date of Graduation:
☐ Aug ☐ Dec ☐ May 19______

Full name of community college attended (no initials, please)

Major Program Area at Community College

Type of Degree (A.A., A.A.S., A.S.)

Current Situation

(check only one box for each item)

	No	Yes, Part-time	Yes, Full-time
a. I am working (check one)	☐	☐	☐
b. I am attending a college or university (check one)	☐	☐	☐

If you are neither working or attending school, please indicate why:

Instructions

The following questions are divided into two parts - one part for students who went to work after graduating from a community college and one part for those who transferred to another college or university to continue their academic studies.

If you are working and not attending college, please answer questions 1 through 12.

If you have transferred to another college or university and are not working or working only part-time, please answer questions 13 through 20.

If you are working full-time and have also transferred to continue academic studies, please answer all questions.

For Those Working
Full-time or Part-time (but *not* attending college)

1. When did you start working in your present job? (check only one)
   - a. ☐ Before enrolling at the community college
   - b. ☐ While attending the community college
   - c. ☐ Upon graduation from the community college
2. Once you actually began your job search, how long did it take you to find a job? (check only one)
   - a. ☐ Had it before enrolling at community college
   - b. ☐ Had it before graduating from community college
   - c. ☐ Less than a month after graduation
   - d. ☐ One-two months after graduation
   - e. ☐ Three-four months after graduation
   - f. ☐ Five or more months after graduation
3. Please write in the space below what your current job title is: (For example: nurse, insurance salesperson, secretary, x-ray technician)
4. How did you learn of this job? (check only one)
   - a. ☐ Already had job while in college
   - b. ☐ College placement office
   - c. ☐ Employment agency
   - d. ☐ Newspaper advertisement
   - e. ☐ Direct contact with employer
   - f. ☐ Faculty referral
   - g. ☐ Referral through friend or relative
   - h. ☐ Family business
   - i. ☐ Other, please explain ______________________
5. To what extent is your current job related to your major at the community college? (check only one)
   - a. ☐ Specifically related
   - b. ☐ Somewhat related
   - c. ☐ Not related

   If you checked "not related", please explain why: (For example: "couldn't find a related job", "pay not enough in field")
6. How long would you prefer to work at your present job? (check only one)
   - a. ☐ Less than six more months
   - b. ☐ Less than 1 year
   - c. ☐ For another 1-2 years
   - d. ☐ For another 2-5 years
   - e. ☐ For more than 5 years
7. What is your annual salary in your present job? (check only one)
   - a. ☐ Less than $8,300 ($3.35 - $4.00 per hour)
   - b. ☐ $8,301 - $11,000 ($4.01 - $5.29 per hour)
   - c. ☐ $11,001 - $13,000 ($5.30 - $6.25 per hour)
   - d. ☐ $13,001 - $15,000 ($6.25 - $7.21 per hour)
   - e. ☐ $15,001 - $18,000 ($7.22 - $8.65 per hour)
   - f. ☐ $18,001 - $21,000 ($8.66 - $10.10 per hour)
   - g. ☐ $21,001 - $25,000 ($10.11 - $12.02 per hour)
   - h. ☐ $25,001 or higher ($12.03 or higher per hour)
8. Overall, rate the level of preparation you feel the community college gave you for your current job. (circle the appropriate number)

Excellent	Good	Average	Fair	Poor/ Inadequate
1	2	3	4	5

9. May we contact your employer to obtain information on your performance as it relates to your community college education?
   - Yes ☐
   - No ☐

10. Name and address of employer:

Name of company or employer

Street

City State Zip Code

11. In the space below (or attach a sheet), please list major strengths and weaknesses of your community college education as it relates to your job.

Strengths

Weaknesses

12. Please tell us how we could have improved your preparation for your job.

For Those Attending a College or University (part-time or full-time)

13. Please write in the full name of the college or university you are currently attending:

14. Please write in your major/program at your new college or university. If undecided or not sure, please write that in.

15. What is your long range goal in attending your new college or university? (check only one)
   - a. ☐ No degree goals
   - b. ☐ Another associate degree
   - c. ☐ Bachelors degree
   - d. ☐ Masters degree
   - e. ☐ Professional degree (such as dentistry, medicine, law, or theology)
   - f. ☐ Doctorate (Ph.D., Ed.D., D.B.A.)
   - g. ☐ Don't know yet

16. How many credit hours did you enroll in your first semester at your new college or university? (check only one)
   - a. ☐ 1-3
   - b. ☐ 4-6
   - c. ☐ 7-9
   - d. ☐ 10-12
   - e. ☐ 13-15
   - f. ☐ 16 or more

17. Please rate each of the following areas of the community college you attended in terms of how well it prepared you for transfer. (check one box for **each** item a-k)

Preparation for Transfer

	Excellent 1	Good 2	Average 3	Fair 4	Poor 5	Don't Know or Not Applicable 6
a. Overall preparation	☐	☐	☐	☐	☐	☐
b. Mathematics	☐	☐	☐	☐	☐	☐
c. Physics/Chemistry	☐	☐	☐	☐	☐	☐
d. Biological Science	☐	☐	☐	☐	☐	☐
e. Writing Skills	☐	☐	☐	☐	☐	☐
f. Oral Communication Skills	☐	☐	☐	☐	☐	☐
g. Foreign Language	☐	☐	☐	☐	☐	☐
h. Economics	☐	☐	☐	☐	☐	☐
i. History	☐	☐	☐	☐	☐	☐
j. Psychology/Sociology	☐	☐	☐	☐	☐	☐
k. Major field course work	☐	☐	☐	☐	☐	☐

18. Please indicate below any problems in transferring from the community college to your new college or university. (check one box for **each** item a-g)

Transfer Problems	No Problems 1	Some Problems 2	A lot of Problems 3	Not Applicable 4
a. Transferring courses for general credit	☐	☐	☐	☐
b. Transferring courses to count in my major	☐	☐	☐	☐
c. Financial	☐	☐	☐	☐
d. Maintaining grade point average	☐	☐	☐	☐
e. Obtaining my records from community college	☐	☐	☐	☐
f. Processing my records at new college or university	☐	☐	☐	☐
g. Personal adjustment at new college or university	☐	☐	☐	☐

If you marked that there were problems in the above areas, please explain. Describe any other problem areas as well:

19. In the space below (or attach a sheet), please list major strengths and weaknesses of your community college education as it relates to your academic work.

Strengths

Weaknesses

20. Please tell us how we could have improved your preparation for your new college or university studies.

Any Other Comments

University of Kentucky
Community College System

Employer Follow-Up Survey
for
Community College Graduates
(To be Completed by Employee's Supervisor)

Your answers to the following questions will help us evaluate our programs and services. This form takes less than 10 minutes to complete. ALL INFORMATION IS CONFIDENTIAL AND WILL NOT BE ASSOCIATED WITH YOUR NAME OR THE EMPLOYEE.

EMPLOYEE GRADUATE

Name and position of employee to be evaluated ______________________________

Name and position of evaluator ______________________________

1. Please indicate the type of company/organization/facility: ______________________________

2. How many employees of the same position as our graduate are presently employed by this organization? ____________

3. Did this employee attend a planned orientation for new employees? ___yes ___no

   Length of orientation ______________________

4. How important was the employee's community college education in the decision to hire him/her? (circle the appropriate number)

Very Important	Moderately Important	Not Important	Don't Know
1	2	3	4

5. How important will the employee's community college education be in his/her potential for advancement in this organization? (circle the appropriate number)

Very Important	Moderately Important	Not Important	Don't Know
1	2	3	4

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6. To what extent is this position related to this employee's community college major? (check one only)

_____Not related
_____Somewhat related
_____Specifically related
_____Don't Know

7. What is the minimum educational level required for this employee's position? (check one only)

_____Some high school or less
_____High school diploma
_____Some college
_____Two-year college degree
_____Four-year college degree
_____More than a four-year college degree

8. How long has this employee been with this organization?_______________________

9. This employee is employed ______hours per week on the average.

10. Please indicate this employee's hourly wage________________________.

11. Has the level of responsibility of this employee changed since hiring? ___yes ___no

If yes, please explain____

12. Does this employee's progress indicate the possibility of future promotion?

_____yes _____no

13. In general, how satisfied are you with this employee's work? (check one)

_____satisfied _____marginal _____dissatisfied

14. What, in your opinion, are the overall prospects for jobs for associate degree graduates with this employee's major:

____
(fill in employee's associate degree major)

	Excellent	Good	Average	Fair	Poor	Don't Know
In the next five years? (circle one)	1	2	3	4	5	6
In the next ten years? (circle one)	1	2	3	4	5	6

15. Please rate this employee's skills in the following areas:
(circle one number for each item)

		Excellent	Good	Average	Fair	Poor	Don't Know
1.	Command of technical principles	1	2	3	4	5	6
2.	Command of theoretical principles	1	2	3	4	5	6
3.	Application of knowledge to the job situation	1	2	3	4	5	6
4.	Basic education skills in reading and writing	1	2	3	4	5	6
5.	Mathematical/ Computational skills	1	2	3	4	5	6
6.	Problem solving	1	2	3	4	5	6
7.	Verbal communication skills	1	2	3	4	5	6
8.	Written communication skills	1	2	3	4	5	6

Comments:____

____

____

16. Please give your overall rating of the employee's educational skills as they relate to his/her job requirements. (circle the appropriate number)

Excellent	Good	Average	Fair	Poor
1	2	3	4	5

17. Please rate the employee's work habits in the following areas:
(circle one number for each item)

		Excellent	Good	Average	Fair	Poor
1.	Acceptance of responsibility	1	2	3	4	5
2.	Willingness to learn	1	2	3	4	5

	Excellent	Good	Average	Fair	Poor
3. Cooperation with others	1	2	3	4	5
4. Work attitude	1	2	3	4	5
5. Work quality	1	2	3	4	5
6. Professinalism	1	2	3	4	5

18. Please give us your general comments or suggestions pertaining to this employee or our program preparation (strengths, weaknesses).

Thank you for your cooperation.

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University of Kentucky
Community College System

Employer Follow-Up Survey
for
Associate Degree Nursing Graduates

Your answers to the following questions will help us evaluate our programs and services. This form will take less than 10 minutes to complete. ALL INFORMATION IS CONFIDENTIAL AND WILL NOT BE ASSOCIATED WITH YOUR NAME OR THE EMPLOYEE.

EMPLOYER GRADUATE

Name and position of nurse employee to be evaluated:______________________________

Name and position of evaluator:____

1. Please check type of facility/practice. (check only one)

______general hospital

______rehabilitation center

______children's hospital

______home health care

______mental health facility

______long term care facility

______outpatient clinic

______school system

______private practice

______other, please specify__________________

Please indicate this nurse's area of practice__________________________

2. How many nurses are presently employed by this organization?______________

3. Did this nurse attend a planned orientation for new employees? ___yes ___no

Length of orientation___________________________

4. What is the minimum educational level required for this nurse's position?__________

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5. To what extent is this nurse's position related to his/her community college education?

____not related   ____somewhat related   ____specifically related

6. How long has this nurse been with this organization?________________________

7. This nurse is employed _____hours per week on the average.

8. Please indicate this nurse's hourly wage_____________________.

9. Has the level of responsibility of this nurse changed since hiring? ____yes ____no

If yes, please explain____

10. Does this nurse's progress indicate the possibility of future promotion within clinical nursing? _____Yes _____No

11. In general, how satisfied are you with this nurse's work? (check one)

_____satisfied   _____marginal   _____dissatisfied

12. As a provider of patient/client care, please rate this nurse's performance in the following major areas:

	Excellent	Good	Average	Fair	Poor	Don't Know/NA
Nursing Process Skills:						
1. Assessment	1	2	3	4	5	6
2. Analysis	1	2	3	4	5	6
3. Planning	1	2	3	4	5	6
4. Implementing	1	2	3	4	5	6
5. Evaluation	1	2	3	4	5	6
Other Skills:						
1. Care of Group of Patients/Clients	1	2	3	4	5	6
2. Verbal Communication	1	2	3	4	5	6
3. Written Communication	1	2	3	4	5	6
4. Ethical and Legal Practices	1	2	3	4	5	6
5. Professionalism	1	2	3	4	5	6

Comments:____

____

____

____

13. Please rate this nurse's ability to interact competently with the following persons:

	Excellent	Good	Average	Fair	Poor	Don't Know/NA
Patients/Clients	1	2	3	4	5	6
Families	1	2	3	4	5	6
Physicians	1	2	3	4	5	6
Nurse Supervisor	1	2	3	4	5	6
Nurse Peers	1	2	3	4	5	6
Other Nursing Staff	1	2	3	4	5	6
Other Non-Nursing Facility Personnel	1	2	3	4	5	6

14. Overall, I would rate the general performance of this nurse as:

Excellent	Good	Average	Fair	Poor
1	2	3	4	5

15. Please give us your general comments or suggestions pertaining to this nurse employee or our program preparation (strengths, weaknesses).

____

____

____

____

Thank you for your cooperation.

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University of Kentucky
Community College System
PREVIOUSLY ENROLLED STUDENT QUESTIONNAIRE

Your answers to the following questions will help us evaluate our programs and services. This form should take you less than ten minutes to complete. *Your responses are confidential.* Thank you for your cooperation.

Indicate name or permanent address below only if incorrect on label.

(Please Print)

______________________________ (30-58)
Last First Middle Initial

______________________________ (59-80)
Street

______________________________ (6-27)
City State Zip Code

______________________________ (28-37)
Area Code Telephone Number

1. **Which one of the following best describes your current employment status?** (6)
   - 1 ☐ Employed part-time (35 hrs. or less)
   - 2 ☐ Employed full-time (over 35 hrs.)
   - 3 ☐ Not employed but seeking employment
   - 4 ☐ Not seeking employment

2. **IF EMPLOYED, when did you start working in your present job?** (7)
   - 1 ☐ Before enrolling at the college
   - 2 ☐ While attending the college
   - 3 ☐ After leaving the college
   - 4 ☐ Not currently employed

3. **What was your primary reason for attending the community college? (Check one)** (8)
   - 1 ☐ Preparation for getting a job
   - 2 ☐ Improvement for existing job skills
   - 3 ☐ Preparation for further education at a 4-year college
   - 4 ☐ Completion of an associate degree
   - 5 ☐ Personal interest
   - 6 ☐ Encouragement from parents
   - 7 ☐ Other (Please explain) ______________________

4. **How much help did your experience at this institution give you in reaching each of the goals listed below?**

		Not a Goal 1	Not Much Help 2	Helpful 3	
a.	To discover my vocational interest	☐	☐	☐	(9)
b.	To prepare for a new career	☐	☐	☐	
c.	To improve present job skills	☐	☐	☐	
d.	To increase my salary and/or possibility for promotion in my present job	☐	☐	☐	
e.	To complete courses for transfer to a four-year college	☐	☐	☐	
f.	To enrich my life	☐	☐	☐	
g.	To improve interpersonal and leadership skills	☐	☐	☐	
h.	To participate in campus activities	☐	☐	☐	(16)
i.	To participate in cultural and social events	☐	☐	☐	
j.	To improve self confidence	☐	☐	☐	
k.	To meet people	☐	☐	☐	
l.	Other (please specify) ______________	☐	☐	☐	(20)

Indicate below how IMPORTANT each of the following reasons was in your decision to leave the community college.

5. **ACADEMIC REASONS FOR LEAVING**

		Not Important 1	Slightly Important 2	Important 3	Very Important 4	
a.	To attend another college	☐	☐	☐	☐	(21)
b.	Major not available	☐	☐	☐	☐	
c.	Courses not available	☐	☐	☐	☐	
d.	Dissatisfied with major	☐	☐	☐	☐	
e.	Unsure about major	☐	☐	☐	☐	
f.	Course work not challenging	☐	☐	☐	☐	
g.	Low grades	☐	☐	☐	☐	
h.	Courses too difficult	☐	☐	☐	☐	
i.	Inadequate study techniques	☐	☐	☐	☐	
j.	Dissatisfied with quality of teaching	☐	☐	☐	☐	(30)

6. **EMPLOYMENT REASONS FOR LEAVING?**

a.	Obtained a job as a result of community college education	☐	☐	☐	☐	(31)

	Not Important 1	Slightly Important 2	Important 3	Very Important 4	
b. Accepted a job unrelated to my community college education	☐	☐	☐	☐	
c. Went into military service	☐	☐	☐	☐	
7. FINANCIAL REASONS FOR LEAVING?					
a. Not enough money to go to college	☐	☐	☐	☐	(34)
b. Applied, but could not obtain financial aid	☐	☐	☐	☐	
c. Financial aid not sufficient	☐	☐	☐	☐	
d. Child care too costly	☐	☐	☐	☐	
8. PERSONAL REASONS FOR LEAVING?					
a. Scheduling conflict	☐	☐	☐	☐	(38)
b. Needed a temporary break from studies	☐	☐	☐	☐	
c. Personal reasons	☐	☐	☐	☐	
d. Fulfilled my educational goals	☐	☐	☐	☐	
e. Child care not available	☐	☐	☐	☐	
f. Transportation problems	☐	☐	☐	☐	(43)

How satisfied were you with each of the following areas?

	Very Dissatisfied 1	Dissatisfied 2	Satisfied 3	Very Satisfied 4	
9. Overall impression of college	☐	☐	☐	☐	(44)
10. Overall quality of instruction	☐	☐	☐	☐	
11. Accessibility of instructors	☐	☐	☐	☐	
12. Individual attention from instructors	☐	☐	☐	☐	
13. Courses in my major	☐	☐	☐	☐	
14. Preparation for employment	☐	☐	☐	☐	
15. Preparation for another college	☐	☐	☐	☐	
16. Availability of needed courses	☐	☐	☐	☐	
17. Convenience of course times	☐	☐	☐	☐	(52)

18. For EACH of the following times, indicate the MOST CONVENIENT for you:

	7-8 a.m. 1	8-11 a.m. 2	Noon 3	1-5 p.m. 4	5-10 p.m. 5	10 p.m.-7 a.m. 6	
a. Weekdays	☐	☐	☐	☐	☐	☐	(53)
b. Saturdays	☐	☐	☐	☐	☐	☐	(54)
c. Sundays	☐	☐	☐	☐	☐	☐	(55)

How satisfied were you with each of the services listed below?

	Never Used 1	Not Available 2	Dissatisfied 3	Satisfied 4	Very Satisfied 5	
19. ADMISSIONS AND STUDENT RECORDS:						
a. Admission Office	☐	☐	☐	☐	☐	(56
b. Student Records and Transcripts	☐	☐	☐	☐	☐	
c. Registration	☐	☐	☐	☐	☐	
d. Orientation	☐	☐	☐	☐	☐	
20. GUIDANCE AND COUNSELING:						
a. Veterans Office	☐	☐	☐	☐	☐	(60:
b. Testing Services	☐	☐	☐	☐	☐	
c. Financial Aid	☐	☐	☐	☐	☐	
d. Personal Guidance and Counseling	☐	☐	☐	☐	☐	
e. Career Development/Counseling	☐	☐	☐	☐	☐	
f. Academic Advising by Counselors	☐	☐	☐	☐	☐	
g. Academic Advising by Faculty	☐	☐	☐	☐	☐	(66)
21. ACADEMIC SUPPORT:						
a. Library	☐	☐	☐	☐	☐	(67)
b. Reading, Writing, Math Skills Improvement	☐	☐	☐	☐	☐	
c. Study Skills	☐	☐	☐	☐	☐	
d. Business Office	☐	☐	☐	☐	☐	
e. Bookstore	☐	☐	☐	☐	☐	(71)
22. EMPLOYMENT SERVICES:						
a. Part-time Employment While Student	☐	☐	☐	☐	☐	(72)
b. Summer Job Placement	☐	☐	☐	☐	☐	
c. Job Placement after College	☐	☐	☐	☐	☐	
23. EXTRACURRICULAR ACTIVITIES:						
a. Cultural Programs	☐	☐	☐	☐	☐	(75)
b. Recreation & Athletic Programs	☐	☐	☐	☐	☐	
c. Student Activities	☐	☐	☐	☐	☐	
d. Campus Organizations	☐	☐	☐	☐	☐	(78)

24. COMMENTS AND SUGGESTIONS:

____

____

____

____

____

University of Kentucky Community College System

ENTERING STUDENT SURVEY

Your answers to the following questions will help us evaluate our programs and services. This form should take you less than 10 minutes to complete. Your responses are confidential.

Community College ______________________ (1)

Social Security No.: ☐☐☐-☐☐-☐☐☐☐ (2-10)

Name: (11-35)

____

Last First Middle Initial Unmarried Name

Permanent Mailing Address: (36-65)

____

Street (11-40)

____

City State Zip Code

GOALS

1. Which of the following statements BEST describes your goals in attending the community college? (50)

1 ☐ to obtain a 2-year degree
2 ☐ to work toward a 4-year degree
3 ☐ for personal enrichment
4 ☐ to take a few courses in order to obtain a job
5 ☐ no definite purpose in mind
6 ☐ advancement on the job

2. What is your ultimate EDUCATIONAL goal? (51)

1 ☐ I do not plan to complete a degree
2 ☐ Associate degree
3 ☐ Bachelors degree
4 ☐ Masters degree
5 ☐ Professional degree (such as dentistry, medicine, law theology)
6 ☐ Doctors degree (Ph.D., Ed.D., D.B.A.)

3. How long do you plan to attend the community college? (52)

1 ☐ one semester
2 ☐ one year
3 ☐ two years
4 ☐ more than two years
5 ☐ unsure of plans
6 ☐ until I graduate

4. What is the HIGHEST level of formal education that you have completed? (select only ONE) (53)

1 ☐ 8th grade or less
2 ☐ some high school
3 ☐ high school
4 ☐ high school equivalent (GED)
5 ☐ vocational/technical school courses beyond high school
6 ☐ Attended a college but DID NOT graduate
7 ☐ Associate degree
8 ☐ Bachelors degree or higher

5. Indicate your high school class rank. (54)

1 ☐ top quarter
2 ☐ second quarter
3 ☐ third quarter
4 ☐ bottom quarter
5 ☐ unknown

6. How long has it been since you were last enrolled in courses for credit at any college or university? (55)

1 ☐ never enrolled
2 ☐ less than 1 year
3 ☐ 1 year
4 ☐ 2-3 years
5 ☐ 4-6 years
6 ☐ 7-10 years
7 ☐ more than ten years

Which of the following describes your situation? (56)

	YES 1	NO 2	
7.	☐	☐	I am the first person in my immediate family to go to college
8.	☐	☐	One or both of my parents went to college
9.	☐	☐	One or both of my parents earned college degree(s)

EMPLOYMENT/FINANCIAL AID

Questions in this section will help us assess the employment status of students and the overall need for financial aid at the college.

10. Which of the following BEST describes what you are currently doing? (check only one) (59)

1 ☐ Full-time employment
2 ☐ Part-time employment
3 ☐ Caring for home/family
4 ☐ Not otherwise employed

11. If you are currently employed, please indicate your occupation. (If unemployed, or living with parents, occupation of head of household) (60-61)

1 ☐ Clerical, secretarial work (typists, bookkeeper, etc.)
2 ☐ Craftsman or foreman (carpenter, mechanic, etc.)
3 ☐ Farmer
4 ☐ Laborer (construction worker, factory worker, skilled laborer, etc.)
5 ☐ Machine or vehicle operator
6 ☐ Professional/technical (lawyer, teacher, administrator, etc.)
7 ☐ Proprietor, manager, business owner
8 ☐ Sales worker (retail sales, insurance sales, etc.)
9 ☐ Service worker (custodian, cook, etc.)
10 ☐ Other

12. What is your total annual family or household income? (62)

1 ☐ less than $8,300
2 ☐ $8,301 - $11,000
3 ☐ $11,001 - $17,000
4 ☐ $17,001 - $20,000
5 ☐ $20,001 - $25,000
6 ☐ $25,001 - $30,000
7 ☐ $30,001 - $40,000
8 ☐ over $40,000

13. Will you be receiving financial aid during this year? (63)

1 ☐ Yes
2 ☐ No, applied but did not qualify
3 ☐ No, did not apply

14. If you had not received financial aid, would you have attended college this year? (64)

1 ☐ Yes
2 ☐ No
3 ☐ Not applicable

REASONS

Your answers to the following will help us assess why you chose the community college and some of your educational needs.

15. If there had been no community college in the area, I probably would (check one): (65)

1 ☐ Not have attended college at all
2 ☐ Go to a 4 year Kentucky public college
3 ☐ Go to private 2 or 4 year college
4 ☐ Go to vocational school
5 ☐ Go to an out-of-state college

16. If you would NOT have attended another college, why not? (check all that apply to you) (66)

	YES 1	NO 2	
a	☐	☐	Would not have had the confidence to begin college away from home
b	☐	☐	Would not have had the academic skills for a large university
c	☐	☐	Could not leave the area due to personal reasons
d	☐	☐	Could not leave the area due to career or business reasons
e	☐	☐	Could not afford to go away to college

17. Ind[illegible] whether each of the following was a major reason, [illegible]inor reason, or not a reason, that you selected this particular community college. (71)

	Not a Reason 1	Minor Reason 2	Major Reason 3	
a. Low cost of attending	☐	☐	☐	
b. Convenient locations	☐	☐	☐	
c. Offered the courses I wanted	☐	☐	☐	
d. Could work while attending	☐	☐	☐	
e. College's reputation	☐	☐	☐	
f. Social atmosphere	☐	☐	☐	
g. Size of the college	☐	☐	☐	
h. Good chance of success	☐	☐	☐	
i. Availability of scholarship or financial aid	☐	☐	☐	(80)
j. Advice of relatives	☐	☐	☐	
k. Advice of high school counselor, teacher, etc.	☐	☐	☐	(11)
l. to be with friends	☐	☐	☐	

18. Do you feel you will need special help in any of the following areas as you continue your education? (Mark yes or no for EACH item.) (13)

	YES 1	NO 2	
a.	☐	☐	Expressing ideas in writing
b.	☐	☐	Reading speed
c.	☐	☐	Reading comprehension
d.	☐	☐	Mathematical skills
e.	☐	☐	Better study skills
f.	☐	☐	Test-taking skills
g.	☐	☐	Public speaking skills
h.	☐	☐	Identifying a major
i.	☐	☐	Selecting a career

19. Indicate whether each of the following was a major source, a minor source, or not a source of your information about this college. (22)

	Not a Source 1	Minor Source 2	Major Source 3	
a. Friends at the college	☐	☐	☐	
b. High school teachers	☐	☐	☐	
c. High school counselors/administrators	☐	☐	☐	
d. Parents or relatives	☐	☐	☐	
e. High school classmates	☐	☐	☐	
f. College catalog	☐	☐	☐	
g. College publications	☐	☐	☐	
h. College alumni	☐	☐	☐	
i. Visits to the campus	☐	☐	☐	
j. College representative's visit to school	☐	☐	☐	
k. Announcements on radio or TV	☐	☐	☐	
l. Articles in newspapers or magazines	☐	☐	☐	
m. High school library	☐	☐	☐	(34)

BACKGROUND DATA

20. Sex: (35)

1 ☐ Male
2 ☐ Female

21. Age last birthday: ______________________ (36-37)

22. Marital status: (38)

1 ☐ Never married
2 ☐ Married
3 ☐ Divorced, separated
4 ☐ Other

23. Race/ethnic identification (39)

1 ☐ American Indian
2 ☐ Black
3 ☐ Oriental
4 ☐ Hispanic
5 ☐ Non-resident alien
6 ☐ White

24. Number of people living in your household? ________ (40-41)

25. Which of the following BEST describes the household in which you currently reside? Are you living... (42)

1 ☐ alone
2 ☐ with parents or grandparents
3 ☐ with spouse
4 ☐ with spouse and children
5 ☐ with a non-relative
6 ☐ other

26. What program do you plan to major in at the community college? (43-46)

____

27. Comments you may wish to add.

____
____
____
____

MERIT PAY STUDY

(1975 - 1989)

JEFFERSON COMMUNITY COLLEGE

March 1989

A. OVERVIEW

The purpose of this salary and academic rank analysis was to determine the impact of the University of Kentucky's Merit system at Jefferson Community College from 1975-76 to 1989-90.

B. DESCRIPTION

The University of Kentucky, including the Community College System, has traditionally granted salary increases on the basis of merit ratings. Annual performance reviews are conducted within each unit according to established procedures.

The primary purpose for the performance review is individual and institutional self-improvement. To help achieve this purpose, the performance review for each faculty member includes both a quantitative assessment and a qualitative judgment of his/her activities for each calendar year in the following areas: (a) Teaching performance; (b) Student guidance-advisory activities; (c) Community services as related to the program of the college; (d) Professional activities, educational leadership and community service.

To serve this purpose, input from students, colleagues, administrators, and other such sources as are pertinent to the educational unit are used. The evaluation instruments and forms used in each college are developed by the Community College President, involving consultation with the local faculty.

Rating categories during the past 15 years have ranged from 4 to 5, including a top category (Superior or Meritorious) and a bottom category (Unsatisfactory or Marginal). For the 1988 year, the five performance categories were -- Meritorious, Outstanding, Good, Satisfactory, Marginal.

C. METHODOLOGY

The base year of 1975-76 was selected for the study because that was the date that the current JCC President (Ronald J. Horvath) assumed his role at the college. In March 1989, the President identified forty-nine (49) faculty members who were on the payroll during 1975-76 and who were scheduled to receive salary increases for 1989-90.

Annual performance reviews from 1975 through 1988 were analyzed and a point-scale assigned for each year's performance review rating to determine on an overall basis a single (14-year) rating for the 49 faculty members. Each faculty member was then placed into one of three categories and their salaries/academic rank studied. The three categories were:

I. MERITORIOUS (11)
II. OUTSTANDING (20)
III. GOOD (18)

D. DEFINITIONS/DESCRIPTIONS

I. MERITORIOUS (11) -- Those faculty members who, year-after-year, perform at levels that are clearly above and beyond "the call of duty." These include faculty who are superior teachers; provide leadership, motivation, and direction; and who are perceived as role-models for their peers. In a word, they are the "superstars."

II. OUTSTANDING (20) -- Those faculty who consistently perform at that high level. That is, they fulfill their obligations very well; continue to do high quality work; provide some leadership; are skilled teachers; and are dedicated and hard-working professionals.

III. GOOD (18) -- Those who complete all of their professional responsibilities adequately and do what is asked of them. They are certainly effective teachers; but they are not viewed as campus leaders and their overall 15 year performance is clearly below that of the other two groups.

E. RESULTS

1975-76 average salaries were calculated for each of the three groups and compared with average salaries for 1989-90. Faculty members (N = 4) who were on 12 month contracts were converted to 10-month salaries.

FACULTY SALARIES

TABLE 1

	CATEGORY	N	1975-76 $\bar{X}$ SALARY	1989-90 $\bar{X}$ SALARY	Percent Increase	Dollar Increase
I.	MERITORIOUS	11	\$11,310	\$36,000	318%	\$24,690
II.	OUTSTANDING	20	\$11,602	\$32,656	281%	\$21,054
III.	GOOD	18	\$11,428	\$28,505	249%	\$17,077
	TOTALS	49	\$11,472	\$31,882	278%	\$20,410

F. CONCLUSIONS

During 1975-76, Category I faculty (MERITORIOUS) averaged $292 (2.5%) less than the Category II (OUTSTANDING) group and $118 (1.0%) less than the Category III (GOOD) group. The 1989-90 data show a very different picture, however.

Through their own hard work, diligence, commitment to excellence and improvement, the Category I group now averages $3,344 (10.2%) more than Category II and $7,495 (26.3%) more than the Category III faculty. Likewise, the Category II (OUTSTANDING) group averages $4,151 (14.6%) more than the Category III faculty.

It should be stressed again that all 49 faculty members in this ex-post factor study are competent, hard-working, and dedicated individuals who fulfill their responsibilities as community college faculty members. Realistically, however, some have stretched themselves to higher limits of achievement. In a word, the Category I people are truly "IMPACT" faculty. The differences in average salaries are clearly the result of a merit pay system which rewards achievements and results based on annual performance reviews.

G. CONSUMER PRICE INDEX/MERIT PAY

An interesting extension of the merit pay concept is a comparison with the Consumer Price Index (CPI) from 1975-76 salary levels to 1989-90 salary levels. Table 2 below shows the impact of the CPI on the average salaries for the MERITORIOUS, OUTSTANDING and GOOD groups. CPI data are drawn from Statistical Abstracts of the U. S. (1988), Department of Commerce.

SALARIES/CPI

TABLE 2

CATEGORY	1975-76 $\bar{X}$ SALARY	1989-90 $\bar{X}$ SALARY	CPI Adjusted	Salary Difference
I. MERITORIOUS (11)	$11,310	$36,000	$27,415	+ $8,585
II. OUTSTANDING (20)	$11,602	$32,656	$28,123	+ $4,534
III. GOOD (18)	$11,428	$28,505	$27,701	+ $804
TOTALS (49)	$11,472	$31,882	$27,808	+ $4,074

The lowest achieving group (III--GOOD) earned $804 more on the average than CPI adjustments would have provided--further evidence that the UK merit system is achieving its desired goal of rewarding those who perform at high levels of expectations. Note the average salary level of those in the MERITORIOUS group compared with the CPI (+$8,585) as well as those in the OUTSTANDING group compared with the CPI (+$4,534). In summary, UK salary increases for "veteran" faculty members have exceeded cost-of-living adjustments as measured by the Consumer Price Index.

CPI percentage price changes calculated on U. S. Government data:

1975	9.1%	1982	6.1%
1976	5.8%	1983	3.2%
1977	6.5%	1984	4.3%
1978	7.7%	1985	3.6%
1979	11.3%	1986	1.9%
1980	13.5%	1987	4.4%
1981	10.4%	1988	4.3%

H. PROMOTION AND TENURE/STUDY

Inasmuch as the University of Kentucky Community College System utilizes a "traditional" faculty ranking system (Instructor, Assistant Professor, Associate Professor, and Professor), this promotion process is an integral part of the "merit" system. Until a faculty member attains the rank of Associate Professor with tenure, he/she holds a year-to-year Probationary appointment. The description below is an uncomplicated overview of the academic rank/promotion process.

A newly hired faculty member with minimal experience typically holds the rank of Instructor for two or three years before he/she is considered for promotion to Assistant Professor. This decision is based on a formal review process which includes evaluations and recommendations from students, peers, Division Chairs, and Deans. The local President makes the final decision. Faculty who are not promoted are entitled to a one year terminal contract. Promotees have their strengths and weaknesses documented.

During an individual's fourth or fifth year, another formal review is instituted to determine a faculty member's progress toward tenure. Although no promotion occurs at this point, a faculty member who is deficient (i.e., not making satisfactory progress toward tenure) is given a one year terminal contract. Those who are making satisfactory progress toward tenure are encouraged to continue their good work and/or to remedy any minor deficiences.

The critical decision for any faculty member occurs during the sixth year, at which time the person is considered for promotion to Associate Professor with tenure. The internal review process described previously is replicated at the local level and again at the Community College System level. The UK President/Board of Trustees makes the final decision based on recommendations from the Chancellor, President, Committees, and peers. Promotees earn an extra $800 recurring salary increase.

Promotion to full Professor (the highest of the academic ranks) is reserved for those individuals who have demonstrated Superior performance over the years. It is the most difficult promotion to achieve because of its stringency and the fact that is not based on longevity. Consideration for promotion to full Professor usually occurs six/seven years after promotion to Associate Professor. Promotees earn an extra $1,000 recurring salary increase.

FACULTY PROMOTIONS

TABLE 3

Category	Promoted To Full Professor N	%
I MERITORIOUS (11)	11/11	100%
II OUTSTANDING (20)	10/20	50%
III GOOD (18)	2/18	11%
TOTALS	23/49	47%

It is interesting to note that all eleven of the MERITORIOUS faculty have attained the rank of full Professor compared with 50% of the OUTSTANDING group and only 11% of the GOOD group. As stated previously, the rank of full Professor is an earned honor; it is bestowed upon those individuals whose work and performance are models of excellence.

SUMMARY

Each year the UK "Merit" system is scrutinized as to whether or not it is accomplishing its goal of identifying and rewarding those faculty whose performance is clearly above and beyond that of their peers. Some faculty view the annual system of performance review and merit as "unfair"; others believe that "merit" should be applied after cost-of-living increases and/or after equitable salary levels are attained. However, merit salary increases compared with CPI figures over the years clearly show that the merit system exceeds cost-of-living increases.

The data from this study clearly suggest that over a period of time (15 years), the merit system can and does provide substantial differences in annual compensation and in academic rank for faculty whose performance meets the highest standards.

Ronald J. Horvath
President
Jefferson Community College
Louisville, Kentucky
March 1989

CRITERIA FOR ACCREDITATION*
COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Conditions of Eligibility

1. The institution has attested in writing to its commitment to and intent to comply with the criteria of the College Delegate Assembly, either current or as hereafter modified consistent with the policies and procedures of the Commission on Colleges.

   As a necessary condition of acceptance of the institution's application for recognized status with the Commission on Colleges, the applying institution must also attest in writing to its understanding and agreement that the Commission on Colleges may, at its discretion, make known to any agency or member of the public (that may request such information) the nature of any action, positive or negative, regarding status with the Commission.

   The institution agrees to disclose to the Commission on Colleges any and all such information as the Commission may require to carry out its evaluating and accrediting function.

2. The institution has formal authority from an appropriate governmental agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees, certificates, or diplomas.

3. The institution has a governing board, consisting of at least five members, which has the authority to carry out the mission of the institution. A majority of the voting members must have no contractual, employment, familial, or personal financial interest in the institution.

4. The institution has a chief executive officer.

5. The institution is in operation and will have students enrolled in degree programs at the time of the committee visit.

6. The institution offers one or more degree program(s) based on at least two academic years at the associate level, at least four academic years at the baccalaureate level, or at least one academic year at the post-baccalaureate level.

7. The institution has a clearly defined and published statement of purpose.

8. The institution has published admission policies compatible with its stated purpose.

9. All undergraduate degree programs of the institution include a substantial component of liberal arts or general education courses at the postsecondary level. For degree completion in associate programs, the component must constitute a minimum of 15 semester hours or the equivalent quarter hours and for baccalaureate programs a minimum of 30

semester hours or the equivalent quarter hours. The credit hours may be either a prerequisite or an essential element of those programs and are to be drawn from each of the following areas: the humanities/fine arts, the social/behavioral sciences and the natural sciences/mathematics. The courses must not be narrowly focused on those skills, techniques and procedures peculiar to a particular occupation or profession.

10. In each curricular area in which the institution offers a major in a degree program, there is at least one full-time faculty member with responsibility for oversight and coordination of that area.

11. The institution has a plan, as well as a planning and evaluation process, which addresses its educational, physical and financial growth.

12. The institution owns sufficient learning resources or, through formal agreements, ensures the provision of and access to adequate learning resources and services required to support the courses, programs and degrees offered.

13. The institution has established an adequate financial base and has available an audited financial statement made within the year prior to the committee visit. In addition, an institution seeking initial candidacy for membership, candidacy renewal, or initial membership must not show a cumulative operating deficit.

*Pages 10 and 11.

Commission on Colleges
Southern Association of Colleges and Schools

LIST OF "MUST" STATEMENTS FROM THE CRITERIA FOR ACCREDITATION

Name of Institution ____

Chairman ________________________ Date of Visit ____________

The sentences listed below are the "must" statements presented in the Criteria. Each statement represents a requirement which institutions must meet in order to comply with the Criteria.

The sentences with asterisks are requirements which refer to the institution's evaluation and planning process as it relates to a specific area or criterion. An institution must satisfactorily meet the requirements described in the statements with asterisks in order to comply with Section III, Institutional Effectiveness.

The sentences with circled numbers (e.g., ①) relate directly (or indirectly) to continuing education, outreach and service programs.

Check the appropriate space for each statement. (Write "NA" if a criterion is not applicable.) If a committee member checks a specific statement as "No," the committee member must be prepared to submit a recommendation referring to the institution's non-compliance to the specific requirement.

NOTE: This worksheet was designed to help visiting committee members evaluate an institution's compliance with the Criteria for Accreditation. The worksheet should not be used in lieu of the Criteria. "Should" statements described in the Criteria are important and should not be overlooked by committees and institutions.

SECTION I. PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

1.1 INSTITUTIONAL COMMITMENT AND RESPONSIBILITIES

YES	NO	
_____	_____	① The institution reports activities according to the policies, procedures, and guidelines of the Commission.
_____	_____	2. The institution insures integrity in all of its operations in dealing with its constituencies, in its relations with other member institutions, and in its accreditation activities.

1.3 CONDITIONS OF ELIGIBILITY

YES	NO	
_____	_____	3. The institution attests in writing to its commitment to and intent to comply with the Criteria, either current or as hereafter modified consistent with the policies and procedures of the Commission on Colleges.
_____	_____	4. The institution attests in writing to its understanding and agreement that the Commission on Colleges may, at its discretion, make known to any agency or member of the public (that may request such information) the nature of any action, positive or negative, regarding status with the Commission.

YES	NO	
		5. The institution agrees to disclose to the Commission on Colleges any and all such information as the Commission may require to carry out its evaluating and accrediting function.
		6. The institution has formal authority from an appropriate governmental agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees, certificates, or diplomas.
		7. The institution has a governing board, consisting of at least five members, which has the authority to carry out the mission of the institution. A majority of the voting members must have no contractual, employment, familial, or personal financial interest in the institution.
		8. The institution has a chief executive officer.
		9. The institution is in operation and will have students enrolled in degree programs at the time of the committee visit.
		10. The institution offers one or more degree program(s) based on at least two academic years at the associate level, at least four academic years at the baccalaureate level, or at least one academic year at the post-baccalaureate level.
		11. The institution has a clearly defined and published statement of purpose.
		12. The institution has published admission policies compatible with its stated purpose.
		13. All undergraduate degree programs of the institution include a substantial component of liberal arts or general education courses at the postsecondary level. For degree completion in associate programs, the component must constitute a minimum of 15 semester hours or the equivalent quarter hours and for baccalaureate programs, a minimum of 30 semester hours or the equivalent quarter hours. The credit hours may be either a prerequisite or an essential element of those programs and are to be drawn from each of the following areas: the humanities/fine arts, the social/behavioral sciences, and the natural sciences/mathematics. The courses must not be narrowly focused on those skills, techniques, and procedures peculiar to a particular occupation or profession.
		14. In each curricular area in which the institution offers a major in a degree program, there is at least one full-time faculty member with responsibility for oversight and coordination of that area.
*		15. The institution has a plan, as well as a planning and evaluation process, which addresses its educational, physical and financial growth.
		16. The institution owns sufficient learning resources or, through formal agreements, ensures the provision of and access to adequate learning resources and services required to support the courses, programs and degrees offered.
		17. The institution has established an adequate financial base and has available an audited financial statement made within the year prior to the committee visit. In addition, the institution (if seeking initial candidacy for membership, candidacy renewal, or initial membership) does not show a cumulative operating deficit.

1.4 INITIAL MEMBERSHIP

YES NO

____ ____ 18. Any institution seeking initial membership must document its compliance with all the Conditions of Eligibility and must have been in operation through at least one complete degree program cycle and have graduated at least one class at the level of the highest degree offered prior to action of the C & R Committee.

SECTION II. INSTITUTIONAL PURPOSE

YES NO

____ ____ 1. The institution's purpose is appropriate to collegiate education and its own specific educational role.

____ ____ 2. The purpose is clear and concise, published, and represents the official posture and practice of the institution.

____ ____ ③. The institution's statement of purpose addresses all components of its purpose, including research and public service where these are significant institutional responsibilities.

____ ____ 4. The statement of purpose has been approved by the governing board.

____ ____ ⑤. Appropriate publications accurately reflect the current statement of purpose.

____ ____ 6. The educational program, the educational support services, the financial and physical resources, and the administrative processes of the institution are adequate and appropriate to ensure that the institution meets and continues to achieve its stated purpose.

*____ ____ 7. Planning and evaluation processes demonstrate that the institution's purpose and role are being fulfilled.

SECTION III. INSTITUTIONAL EFFECTIVENESS

3.1 PLANNING AND EVALUATION

YES NO

*____ ____ 1. The institution evaluates its effectiveness and uses the results in a broad-based continuous planning and evaluation process.

*____ ____ 2. The institution has adequate procedures for planning and evaluation.

*____ ____ 3. The institution defines expected educational results.

*____ ____ 4. The institution describes how achievement of results will be ascertained.

*____ ____ ⑤. The institution develops and implements appropriate procedures for evaluating effectiveness in the areas of research and public service.

3.2 INSTITUTIONAL RESEARCH

YES NO

*____ ____ 6. The institution shows evidence of institutional research designed to support its planning and evaluation functions.

*____ ____ 7. The institution uses its research function for continuing study, analysis, and appraisal of purposes, policies, procedures and programs.

*____ ____ 8. The institution regularly evaluates its research function.

SECTION IV. EDUCATIONAL PROGRAM

PREAMBLE

YES NO

___ ___ 1. The principal focus of the institution is the education of its students.

*___ ___ 2. All aspects of the educational programs are clearly related to the purpose of the institution.

___ ___ ③ The institution is able to demonstrate the comparable quality of its educational programs, regardless of the delivery system or location.

___ ___ ④. The student enrollment and the financial resources of the institution are sufficient to support an effective educational program.

___ ___ 5. The institution's policies and procedures are consistent with its purpose.

*___ ___ ⑥ The institution formulates clear and explicit goals for innovative delivery systems and demonstrates that they are consistent with its stated purpose.

*___ ___ 7. The institution demonstrates how it will achieve these goals and how it will ensure overall effectiveness and quality.

Undergraduate Admissions (4.1.1)

YES NO

___ ___ 8. Admission policies are clearly stated, published and available to all potential and current students.

*___ ___ 9. The institution regularly evaluates its admission policies.

___ ___ 10. Recruiting activities and materials portray the institution accurately and honestly.

___ ___ 11. Admission policies are related to the educational purposes of the institution.

___ ___ 12. Admission policies establish qualitative and quantitative requirements in order to admit students who demonstrate reasonable potential or success. In the absence of such requirements, the institution offers appropriate developmental or remedial support.

___ ___ 13. The institution identifies the unit responsible for administering admission policies. Where various subdivisions maintain separate admission requirements, there are provisions for institution-wide coordination.

___ ___ 14. Students admitted to the institution show evidence of high school graduation or experiences which demonstrate their ability to make satisfactory progress.

___ ___ 15. The institution assesses the appropriateness of experiences offered in lieu of a high school diploma and justifies any deviations.

___ ___ ⑯. The institution defines and publishes its policy on the admission of transfer students, and includes the following: the requirement of official transcripts of all postsecondary credits previously earned; qualitative and quantitative limitations determining the acceptability of transfer work; criteria regarding the granting of advanced standing and conditions governing admission in good standing, admission on probation and provisional admission.

___ ___ 17. The institution informs transfer students of the amount of credit which will transfer.

YES	NO	
___	___	⑱ The institution states clearly all conditions governing the granting of credit based on advanced placement examinations, other exams such as CLEP, training obtained through the armed forces and service schools, professional certifications, or for experiential learning.
___	___	19. The amount of credit granted on the above described bases is in accordance with commonly accepted good practice in higher education.
___	___	⑳ The documentation and evaluation of such learning includes an assessment of the relationship of the learning to the student's current educational goals, the means by which the experience was evaluated, and the amount of credit to be granted.
___	___	21. The evaluation process and criteria for determining experiential learning is valid and clearly described.
___	___	22. The institution defines policies regarding the academic dismissal, suspension and readmission of students. The readmission policies for such students are consistent with the academic policies.
___	___	23. The institution follows procedures established for the implementation of institutional admission policies.
___	___	24. The institution documents information for selecting students whose qualifications meet the admission policies.
___	___	25. The institution publicizes both the general criteria for admission and any special admission criteria for individual programs.

Undergraduate Completion Requirements (4.1.2)

YES	NO	
___	___	26. Curricular requirements for graduation are consistent with the institutional purpose.
___	___	27. The institution states the requirement for each certificate and degree it awards.
___	___	28. At least 15 semester hours or the equivalent for degree completion in associate programs are earned through instruction offered by the institution granting the degree.
___	___	29. At least 30 semester hours or the equivalent for degree completion in baccalaureate programs are earned through instruction offered by the institution granting the degree.
___	___	30. The statement of requirements specify: the number and distribution of general education credits to be completed, the minimum and maximum credits to be earned in the major or area of concentration, the total credits to be earned, and the competencies which students acquire to receive each certificate or degree.
___	___	31. Completion requirements include competence in reading, writing, oral communications and fundamental mathematical skills.

Undergraduate Curriculum (4.1.3)

YES	NO	
___	___	32. Curricular offerings are clearly and accurately described in published materials.
___	___	33. Curricular offerings are directly related and appropriate to the purposes and goals of the institution.

YES NO

*___ ___ 34. The institution defines a process by which curriculum is established, reviewed and evaluated. Such a process recognizes the various roles of the faculty, administration, and governing board.

___ ___ 35. The institution, for each curricular area in which a major in a degree program is offered, assigns responsibility for course or program oversight, coordination, development and review to persons academically qualified in the field.

___ ___ 36. At least one full-time faculty member with appropriate credentials, as defined in Section 4.4.2, has primary assignment in each such curricular area.

___ ___ ㊲ The governing board approves the number and types of degrees, the number and nature of departments, divisions, schools or colleges through which the curriculum is administered and the extent to which the institution should offer graduate work and off-campus programs.

___ ___ 38. The administration and faculty develop proposed academic programs and recommendations for submission to the board, and implement and monitor the general curriculum policy and academic programs approved by the board.

___ ___ 39. Undergraduate degree programs contain a basic core of general education courses. (See Criteria for general education course requirements.)

___ ___ 40. The core includes at least one course from each of the following areas: the humanities/fine arts, the social/behavioral sciences, and the natural sciences/mathematics.

___ ___ 41. Within this core (or in addition to it), the institution provides components designed to ensure competence in reading, writing, oral communication and fundamental mathematical skills.

___ ___ 42. Each degree program consists of an orderly, identifiable sequence of courses leading to the degree.

___ ___ 43. The institution requires an adequate number of hours in courses above the elementary level with appropriate prerequisites.

___ ___ 44. The institution defines what is meant by a major or an area of concentration and states the minimum and maximum number of credits allowed for each.

___ ___ 45. The institution provides for electives chosen from disciplines outside the student's area of specialization.

___ ___ 46. The design of the curricula, intended to provide basic preparation for students who will subsequently transfer, considers the institution to which these students transfer.

___ ___ 47. "Inverted," "two plus two," and similar programs include an adequate amount of advanced coursework in the subject field.

Undergraduate Instruction (4.1.4)

YES NO

___ ___ 48. Instructional techniques and policies are consistent with the purposes of the institution and are appropriate to the specific goals of an individual course.

*___ ___ 49. The institution regularly evaluates and collects evidence which demonstrates that efforts are being made to improve instruction.

___ ___ 50. Students and faculty have a clear understanding of the goals and requirements of each course, the nature of the course content, and methods of evaluation used.

___ ___ 51. Methods of instruction fulfill the goals of each course and are appropriate to the capabilities of the students.

YES	NO		
*		52.	Experimentation with methods to improve instruction are adequately supported and critically evaluated.
*		53.	The evaluation of students reflects concern for quality and properly discerns levels of student performance.
*		54.	The institution periodically studies the effectiveness of instruction.
		(55)	Courses offered in nontraditional formats (e.g., concentrated or abbreviated time periods) are designed to ensure an opportunity for reflection and analysis of the subject matter.
		56.	The institution demonstrates that students completing these programs or courses have acquired comparable levels of knowledge and competencies as would be requested in more traditional time formats.
		57.	The institution provides competent faculty, adequate library and appropriate computer resources, instructional materials/equipment and physical facilities to support its educational program.
		58.	The institution provides for its students a learning environment in which scholarly and creative achievement is encouraged.
		59.	In programs where clinical experiences and affiliation with outside agencies are essential, the institution ultimately controls and supervises learning experience for which credit is awarded.
		60.	The institution demonstrates that an effective relationship exists between curricular content and current practice in programs which are designed to prepare students for a specialized profession.

4.2 GRADUATE PROGRAM

YES	NO		
		61.	Graduate programs are clearly related to the purposes of the institution.
		62.	The principle focus of the graduate program is the education of students.
		(63)	The institution complies with all policies governing changes in graduate programs (the initiation of graduate programs, a change at the same level, or the initiation of a program at the same level but substantially different from degree programs already approved) as outlined in the COC document "Substantive Change Procedures." The institution documents that appropriate steps have been taken to secure approval from state or other appropriate agencies.
*		64.	The institution, prior to expansion, demonstrates that systematic and timely plans have been developed for the expansion.
		65.	New, continuous, or expanded graduate programs are supported by curricula and resources substantially beyond those provided for an undergraduate program.
		66.	The institution provides adequate resources to support research, scholarly activity, and advanced professional training for graduate programs.
		67.	The institution provides for its graduate programs a competent and productive faculty, the library, computer and laboratory facilities adequate to support them, and also an adequate administrative organization.

YES	NO	
___	___	68. The institution maintains strong educational programs at the master's and bachelor's levels before attempting doctoral programs or the institution justifies its departure from the requirement. (Does not apply to free-standing graduate and professional schools.)
___	___	69. The institution demonstrates the strength of its individual programs and shows that students admitted have attained the needed undergraduate requirements.

Graduate Admission (4.2.1)

YES	NO	
___	___	70. Policies are related to the educational purposes of the institution.
___	___	71. The institution establishes qualitative and quantitative requirements which result in the admission of students whose educational preparation evidences the potential for a high level of performance.
___	___	72. The institution publishes admission criteria for all graduate programs.
___	___	73. Admission procedures include the requirement that applicants submit, as part of the formal application process, official undergraduate transcripts, and other appropriate documents.
___	___	74. Faculty representatives in each graduate program establish admission criteria.
___	___	75. Separate admission criteria are formulated for each level of graduate work offered. Such practices clearly define probation or conditional admission.
___	___	76. The institution makes provisions for publicizing both general criteria and special admission criteria for individual programs.

Graduate Completion Requirements (4.2.2)

YES	NO	
___	___	77. The administration and faculty are responsible for the development of proposed academic programs to be recommended to the governing board.
___	___	78. The faculty, or an appropriate body representing the faculty, determines the general completion requirements for graduate degrees.
___	___	79. Policies governing the completion requirements include the following: the specified period of time for degree completion; requirements governing residency; thesis and dissertation requirements; . . . .
___	___	80. The institution publishes and distributes graduate completion requirements.
___	___	81. Completion requirements are clearly related to the institutional purpose.
___	___	82. If individual academic units develop special completion requirements for their graduate programs, the institution publicizes a statement concerning those requirements.

Graduate Curriculum (4.2.3)

YES NO

___ ___ 83. The institution demonstrates that it maintains a substantial difference between undergraduate and graduate instruction.

___ ___ 84. The institution's graduate study is at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student.

___ ___ 85. The graduate program requires graduate students to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills.

___ ___ 86. The graduate curriculum affords the depth of education that will adequately prepare the graduate to practice in and contribute to a profession or field of scholarship.

___ ___ 87. The institution controls any combined instruction of graduate and undergraduate students.

___ ___ 88. The institution makes a distinction between a course of study leading to the master's degree and that leading to the doctorate.

___ ___ 89. Programs leading to a master's degree provide an understanding of research, the manner by which research is conducted, the subject matter, bibliography, theory and methodology of the field; association with resident faculty; and demonstrated means of certifying the knowledge and skills which the candidate has acquired (normally the equivalent of at least one year of full-time graduate study).

___ ___ 90. Programs leading to a doctoral degree, in addition to skills required of a master's candidate, require: period of residency; substantial mastery of the subject matter, theory, bibliography, research and methodology of the field, including special languages; and independent research competence as evidenced by a doctoral dissertation (usually the equivalent of at least three years of full-time equivalent study).

___ ___ 91. Doctoral programs require appropriate and regular means for determining candidacy status and the fulfillment of degree requirements.

*___ ___ 92. The institution provides for frequent systematic evaluation of graduate curricular offerings, program requirements, and the constructive integration of research with instruction.

___ ___ 93. Curriculum is clearly related to the purpose of the institution.

Graduate Instruction (4.2.4)

YES NO

___ ___ 94. The institution provides an environment which supports and encourages scholarly interaction and accessibility among the faculty and students consistent with the qualitative intent of the Criteria.

___ ___ 95. Instructional methods and delivery systems provide students with the opportunity to achieve the stated objectives of the course or program.

___ ___ (96). Courses offered in non-traditional formats (e.g., concentrated or abbreviated time periods) are designed to ensure an opportunity for reflection and analysis of the subject matter.

___ ___ 97. The institution demonstrates that students completing such courses have acquired comparable levels of knowledge and competencies as would be required in more traditional time formats.

YES NO

____ ____ 98. The institution has provision for assigning students to their directors, appointing their graduate committees, and monitoring their academic progress.

*____ ____ 99. The institution provides for a systematic and frequent evaluation of graduate instruction and for the revision of the instructional process based on the results of the evaluation.

____ ____ 100. The manner of instruction is clearly related to the purposes of the institution.

4.3 CONTINUING EDUCATION, OUTREACH AND SERVICE PROGRAMS

YES NO

____ ____ 101. The institution does not award credit for work taken on a non-credit basis.

____ ____ 102. The institution demonstrates that it possesses the necessary resources and services to support its continuing education programs.

____ ____ 103. The institution has informed the Commission of any new degree or certificate programs offered through continuing education or outreach programs.

*____ ____ 104. The institution regularly evaluates all of its continuing education programs (both credit and non-credit).

4.4 FACULTY

Selection of Faculty (4.4.1)

YES NO

____ ____ 105. The institution shows evidence that it has an orderly process for recruiting and appointing its faculty.

____ ____ 106. The institution describes in the faculty handbook or other published documents the procedure for selecting faculty.

____ ____ 107. For faculty members whose highest earned degree is from a non-regionally accredited institution, the institution shows evidence of the appropriateness of the faculty member's academic preparation.

____ ____ 108. The institution determines all applicants' proficiency in oral communication in the language in which the course is taught.

Professional and Scholarly Preparation - Associate (4.4.2.1)

YES NO

____ ____ 109. All full-time and part-time faculty teaching courses at the associate degree level in the areas specified in the Criteria have completed at least 18 graduate semester hours in their teaching field and hold a master's degree. In exceptional cases where unique experience and demonstrated competence substitute for advanced academic preparation, the institution justifies each case on an individual basis and maintains records for the substitute preparation.

____ ____ 110. Faculty members, who teach courses where college transfer is a goal or where substantial numbers of students transfer to senior institutions, hold a master's degree.

____ ____ 111. All faculty members, who teach technical specialty courses, have technical competence in the fields in which they teach.

YES NO

____ ____ 112. All faculty teaching in professional and technical fields hold a degree at the level at which the faculty member is teaching. (The institution justifies exceptions and documents and maintains records of work experience and other qualifications if such qualifications serve as substitutes for the faculty's formal academic preparation.)

____ ____ 113. Faculty members, who teach non-degree diploma or certificate occupational courses, have special competence in the fields in which they teach. (The institution justifies exceptions and documents and maintains records of work experience and other qualifications if such qualifications serve as substitutes for the faculty's formal academic preparation.)

____ ____ 114. All faculty who teach basic computation and communication skills in non-degree occupational programs hold a bachelor's degree as a minimum.

____ ____ 115. All faculty who teach adult basic education courses below the collegiate level hold a bachelor's degree as a minimum.

____ ____ 116. All faculty who teach in remedial programs hold a bachelor's degree in a field related to their teaching assignment and either classroom experience in a field related to their teaching assignment or graduate teaching in remedial education.

____ ____ (117) Faculty teaching in degree programs offered at off-campus locations meet all criteria related to faculty qualifications.

____ ____ (118) Interaction with full-time faculty teaching off-campus degree programs is comparable to that provided for on-campus students in equivalent programs.

Professional and Scholarly Preparation - Baccalaureate (4.4.2.2)

YES NO

____ ____ (119) All full-time and part-time faculty teaching at the baccalaureate degree level in the areas specified in the Criteria have completed at least 18 graduate semester hours in their teaching field and hold a master's degree. (If this criterion is not met, the institution justifies the employment of a faculty member on an individual basis.)

____ ____ 120. Forty percent of the course hours taught above the associate degree level in each of the specified areas in the Criteria, are taught by faculty members holding the terminal degree, usually the earned doctorate, in their teaching fields.

____ ____ (121) At least 25% of the course credit hours taught in each discipline in which an undergraduate major is offered, are taught by faculty members holding the terminal degree in that discipline. (Where there are exceptions, the institution documents and maintains records of qualifications which substitute for or supplement formal academic preparation.) (This requirement applies to each off-campus location where a majority of credits toward a degree can be obtained.)

____ ____ 122. All faculty teaching in professional and technical fields hold a degree at the level at which the faculty member is teaching. (The institution documents and maintains records of qualifications used to substitute for or supplement formal academic preparations.)

____ ____ 123. All faculty who teach in remedial programs hold a bachelor's degree in a field related to their teaching assignment AND either classroom experience in a field related to their teaching assignment or graduate teaching in remedial education.

YES NO

____ ____ (124) Faculty teaching in degree programs offered at off-campus locations meet all criteria related to faculty qualifications.

____ ____ (125) Interaction with full-time faculty teaching off-campus degree programs is comparable to that provided for on-campus students in equivalent programs.

Professional and Scholarly Preparation - Graduate (4.4.2.3)

YES NO

____ ____ 126. The institution maintains a high level of faculty competence in the fields in which there are masters programs.

____ ____ 127. Faculty teaching in programs leading to such degrees as the traditional doctor of philosophy demonstrate significant research capability and high faculty competence.

____ ____ 128. The institution has adequate resources to attract and retain a qualified faculty.

____ ____ 129. Faculty teaching graduate-level courses hold the highest degree in their disciplines. (In exceptional cases in which experience and/or scholarly or creative activities substitute for the doctorate, the institution documents and maintains records or qualifications which substitute for the doctorate.)

____ ____ 130. Faculty assigned responsibility for the direction of doctoral research are experienced in directing independent study.

____ ____ 131. The institution maintains the minimum numbers of graduate faculty. (See Criteria)

____ ____ 132. The institution clearly defines and publishes eligibility requirements for faculty teaching graduate courses.

____ ____ 133. Faculty teaching in degree programs offered at off-campus locations meet all criteria related to faculty qualifications.

____ ____ 134. Interaction with full-time faculty teaching off-campus degree programs is comparable to that provided for on-campus students in equivalent programs.

Faculty Compensation (4.4.3)

YES NO

____ ____ 135. The institution provides adequate faculty salaries and benefits in order to attract and retain able faculty members and to maintain faculty morale.

*____ ____ 136. The institution provides a satisfactory program of faculty compensation. The program includes an annual review of all salaries, based on clearly stated criteria for salary increments.

Academic Freedom and Professional Security (4.4.4)

YES NO

____ ____ 137. The institution adopts and distributes to all members of the faculty a statement of the principles of academic freedom as established by the governing board.

____ ____ 139. The institution provides contracts, letters of appointment or similar documents to the faculty clearly describing the terms and conditions of their employment.

____ ____ 139. The institution publishes and distributes to the faculty all policies regarding employment, as established by the governing board.

YES NO

____ ____ 140. If the institution uses faculty ranks and tenure, the institution clearly sets forth in the faculty handbook or other official publications the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments for cause.

____ ____ 141. Termination and non-renewal procedures contain adequate safeguards for protection of academic freedom.

Professional Growth (4.4.5)

YES NO

____ ____ 142. The institution provides faculty members the opportunity to continue their professional development throughout their careers and demonstrates that such development takes place. (See Criteria for examples.)

____ ____ 143. The general tone and policies of the institution clearly encourage faculty members to take the initiative in promoting their own growth as teachers, scholars, and practitioners.

Role of the Faculty and Its Committees (4.4.6)

YES NO

____ ____ 144. The faculty has primary responsibility for the improvement of the educational program.

____ ____ 145. The faculty handbook clearly sets forth the extent of participation and jurisdiction of the faculty in academic affairs.

Faculty Loads (4.4.7)

YES NO

____ ____ (146). The institution employs a faculty of adequate size to support its instructional program.

*____ ____ 147. The institution maintains a plan for the equitable and reasonable assignments of faculty responsibilities.

Criteria and Procedures for Evaluation (4.4.8)

YES NO

*____ ____ 148. The institution conducts periodic evaluation of the performance of individual faculty members.

*____ ____ 149. The evaluation conducted by the institution includes a statement of the criteria against which the performance of the individual faculty members will be measured. The criteria are known to all concerned.

*____ ____ 150. The institution demonstrates that it uses the results of the evaluation in the improvement of the faculty and the educational program.

Part-Time Faculty (4.4.9)

YES NO

____ ____ (151). The institution controls the number of part-time faculty employed.

YES NO

____ ____ 152. All part-time faculty teaching courses for credit meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines.

____ ____ 153. The institution establishes and publishes policies concerning the employment of part-time faculty.

*____ ____ 154. The institution provides for appropriate orientation, supervision and evaluation of all part-time faculty.

____ ____ 155. The institution clearly states and informs part-time faculty at the time of their employment of their responsibility for providing students with reasonable access for purposes of academic assistance.

Graduate Teaching Assistants (4.4.10)

YES NO

____ ____ 156. The institution controls the employment of graduate teaching assistants.

____ ____ 157. The institution avoids heavy dependence on graduate teaching assistants to conduct classroom instruction.

____ ____ 158. The institution provides a published set of guidelines for institution-wide graduate assistantship administration.

*____ ____ 159. All graduate teaching assistants, who have primary responsibility for teaching courses for credit and/or for assigning final grades for such courses, are directly supervised by a faculty member in the teaching field, receive regular in-service training, and are regularly evaluated.

____ ____ 160. All graduate teaching assistants have at least 18 graduate semester hours in their teaching field.

____ ____ 161. All graduate teaching assistants for whom English is a second language, demonstrate proficiency in oral communication and speech.

____ ____ 162. The institution provides a structure for administrative oversight at a level above that of the individual academic unit.

4.5 CONSORTIAL AND CONTRACTUAL RELATIONSHIPS

YES NO

____ ____ 163. All consortial and contractual relationships comply with all the requirements of the Criteria.

____ ____ 164. The institution provides for the maintenance of standards of quality in such relationships.

*____ ____ 165. All consortial or contractual relationships are regularly evaluated.

Consortial Relationships (4.5.1)

YES NO

____ ____ 166. Agreements to offer consortium degree or certificate programs are made with regionally accredited (or candidate) institutions which offer credit work at the appropriate degree or certificate level.

____ ____ 167. In cases where the consortial relationship is with a non-regionally accredited institution, the institution seeks approval by the COC in advance of the formation of or participation in the consortium and the institution includes provisions for the maintenance of standards of quality.

Contractual Relationships (4.5.2)

YES	NO		
____	____	(168)	Contracts for educational services and programs are consistent with the purpose, policies, and procedures of the institution and comply with the Criteria.
____	____	(169)	The member institution assumes responsibility for the qualifications of the faculty and for the quality of all courses offered under contract.

SECTION V. EDUCATIONAL SUPPORT SERVICES

YES	NO		
____	____	①	The institution provides a variety of services that support its educational purposes. (This requirement applies to all programs wherever they are located or however they are delivered.)

5.2 LIBRARY

YES	NO		
____	____	2.	The institution ensures that all students and faculty have access to primary and secondary materials needed to support its purposes and programs.
____	____	3.	The institution employs a competent staff available to assist library users.
____	____	4.	The library contains collections of well-organized print and non-print materials.
____	____	5.	The library maintains adequate hours for its users.
____	____	6.	The library acquires materials and establishes services based on the needs of its users.
____	____	7.	The library's mission statement is clearly related and consistent with the institutional purpose.
*____	____	8.	The institution regularly and systematically evaluates its library programs to ensure that it is meeting the needs of its users and that its library programs support the programs and purpose of the institution.
____	____	⑨	The library provides programs and services necessary to achieve the educational goals of the institution.

Services (5.2.1)

YES	NO		
____	____	10.	Basic library services include: an orientation program, access to bibliographic information, and access to materials.
____	____	11.	The library provides: adequate records of materials through catalogs, indexes, and bibliographies; access to information sources through indexes and bibliographies; and, where appropriate, access to external bibliographic data bases.
____	____	12.	The library's physical facilities are adequate to house, service and make the library collections easily available.
____	____	13.	The library provides students with the opportunities to learn how to access information in a variety of formats.
____	____	14.	Librarians work cooperatively with the teaching faculty in assisting students to use resource materials effectively.

Collections (5.2.2)

YES NO

___ ___ ⑮ The library collections and data bases are sufficient to support the educational, research, and public service programs of the institution.

___ ___ 16. The institution provides for its graduate programs library resources substantially beyond those required for the bachelor's degree.

___ ___ 17. Librarians, teaching faculty and researchers share in the development of collections and the institution establishes policies defining the involvement of the personnel.

___ ___ 18. The library maintains a policy governing the principles of selection and weeding.

Staff (5.2.3)

YES NO

___ ___ 19. The institution employs professional librarians who hold professional degrees at the graduate level in library science or learning resources.

___ ___ 20. The library support staff is adequate and able to fulfill responsibilities of a technical nature.

___ ___ 21. The chief-librarian is a well-qualified professional whose administration of library services contributes to the educational effectiveness of the institution.

___ ___ 22. The institution defines policies concerning faculty status, salary, and contractual security for library personnel. Such policies are made known to library personnel at the time of employment.

Institutional Relationships (5.2.4)

YES NO

___ ___ 23. Cooperative relationships with other libraries and agencies do not affect the institution's responsibility for providing its own adequate and accessible library resources and services.

___ ___ 24. The institution establishes formal agreements (in instances when the institution forms cooperative arrangements).

*___ ___ 25. Such cooperative arrangements are regularly evaluated.

Library Resources at Off-Campus Sites (5.2.5)

YES NO

___ ___ ㉖ The institution ensures the provision of and access to adequate learning resources and services required to support credit courses, programs, and degrees offered at any off-campus location.

___ ___ ㉗ The institution owns these resources or provides them through formal agreements.

___ ___ ㉘ Competent library personnel are assigned duties in planning and providing library resources and services and in ascertaining the continued adequacy of those resources and services.

___ ___ ㉙ Formal agreements established for the provision of library resources and services ensure access to library resources pertinent to the programs offered by the institution and include provision for services and resources which support the institution's specific programs, in the field of study and at the degree level offered.

5.3 INSTRUCTIONAL SUPPORT

YES	NO		
____	____	㉚	The institution provides a variety of facilities and instructional services to support is curriculum. (This requirement applies to all programs wherever they are located or however they are delivered.)
____	____	31.	The institution provides adequate programs and instructional support services necessary to achieve the educational goals of the institution.

5.4 COMPUTER RESOURCES AND SERVICES

YES	NO		
____	____	32.	Policies for the allocation of computing resources and the assignment of priorities for computer use are clearly stated and consistent with the institution's purpose and goals.
____	____	㉝	The administration establishes priorities for computer usage and balances the services among the user groups. (This requirement applies to all programs wherever they are located or however they are delivered.)
____	____	34.	Computer services support the primary educational goals of the institution.

5.5 STUDENT DEVELOPMENT SERVICES

YES	NO		
____	____	35.	The institution provides adequate student development services to achieve the educational goals of the institution.
____	____	36.	The goals for student development services are consistent with student needs and the purposes of the institution.
____	____	㊲	The institution provides student development services for off-campus programs.
____	____	38.	The institution clearly designates an administrative unit responsible for planning and implementing student development services.
____	____	39.	The institution employs student service personnel who have training and experience in their assigned areas.
____	____	40.	The institution regularly evaluates student development services and programs.

Resources (5.5.1)

YES	NO		
____	____	41.	The institution provides human, physical, financial and equipment resources on the basis of predetermined needs. Such resources adequately support the goals of the institution.

Programs and Services - Academic Advising, Counseling, and Career Development (5.5.2.1)

YES	NO		
____	____	42.	The institution places high priority on the academic advising of students.
____	____	43.	The institution provides the organizational structure and resources necessary to conduct an effective program of academic advisement.

YES	NO	
___	___	44. The institution places high priority on the counseling of students.

Programs and Services - Student Government, Student Activities, and Publications (5.5.2.2)

YES	NO	
___	___	45. The institution provides a statement of the students' role and participation in institutional decision-making.
___	___	46. The institution endorses policies and implementation procedures which govern the supervisory role of the institution over student activities programs (in instances when an institution has such programs).
___	___	47. The institution provides a clearly written statement concerning the role of student publications and other media and the control of their operations (in instances where student publications and other media exist).

Programs and Services - Student Behavior (5.5.2.3)

YES	NO	
___	___	48. The institution publishes a statement of student rights and responsibilities and makes this available to the campus community.
___	___	49. The institution clearly defines and distributes disciplinary procedure statements.

Programs and Services - Student Records (5.5.2.4)

YES	NO	
___	___	㊿. The institution maintains adequate student records for both credit and non-credit courses.
___	___	51. The institution takes steps necessary to ensure physical security of its student records.
___	___	52. The institution endorses policies concerning the kind of information which will be made part of the permanent record of each student, as well as policies concerning retention and disposal of records.
___	___	53. The institution maintains and publishes information-release policies which respect the rights of individual privacy, the confidentiality of records, and the best interests of the student and institution.

Programs and Services - Residence Halls (5.5.2.5)

YES	NO	
___	___	54. The institution has policies and procedures governing residence halls (in instances when an institution offers housing).

Programs and Services - Financial Aid (5.5.2.6)

YES	NO	
___	___	55. The institution makes provisions for an institution-wide coordination of all financial aid awards.
___	___	56. All funds for financial aid programs are audited on an annual basis.

Programs and Services - Health Services (5.5.2.7)

YES NO

____ ____ 57. The institution provides an effective program of health services and education consistent with its purpose and reflecting the needs of its constituents.

5.5 INTERCOLLEGIATE ATHLETICS

YES NO

____ ____ 58. The institution operates the intercollegiate athletics program in strict adherence to a stated philosophy and purpose which is in harmony with and supportive of institutional purposes.

____ ____ 59. The administration and faculty control the athletic programs and contribute to its ultimate direction, with appropriate participation by students and oversight by its governing board.

____ ____ 60. The administration controls all fiscal matters pertaining to the athletic program.

____ ____ 61. The administration, through the institution's regular accounting and budgeting procedures, accounts for all athletic expenditures and income.

____ ____ 62. Academic policies governing admission, maintenance of academic good standing, and fulfillment of curricular requirements are the same for athletes as for other students.

____ ____ 63. The administration and faculty are responsible for the application of academic policies governing athletics.

SECTION VI ADMINISTRATIVE PROCESSES

6.1 ORGANIZATION AND ADMINISTRATION

YES NO

*____ ____ ① The administration brings together its various resources and allocates them effectively in order to accomplish institutional goals.

____ ____ 2. The organizational structure and administrative processes are well defined, published, and made available to the college community.

____ ____ 3. The institution defines and makes known to faculty and staff the duties of its chief executive officer and senior administrative officials.

____ ____ 4. Administrative officers possess credentials, experience, and/or demonstrated competence appropriate to their areas of responsibility.

*____ ____ 5. The institution periodically evaluates the effectiveness of administrators.

____ ____ 6. The administration maintains adequate communications essential for effective implementation of institutional policy.

Descriptive Titles and Terms (6.1.1)

YES NO

____ ____ ⑦ The name of the institution, the titles of administrative heads, the designations of administrative and academic divisions, the terms used to describe academic offerings and programs, and the names of degrees awarded are accurate, descriptive and appropriate.

Governing Board (6.1.2)

YES	NO	
___	___	8. Although the title and function of governing boards vary, the institution has a clearly identifiable body which is responsible for policy-making.
___	___	9. Board actions result from a decision of the whole, not an individual member or committee.
___	___	10. The duties and responsibilities of the governing board are clearly defined in an official document. The document specifies: the number of members, lengths of service, rotation policies, organization and committee structure, and frequency of meetings.
___	___	11. There is appropriate continuity in the board membership, usually provided by staggered terms of adequate length.
___	___	12. The responsibilities of the governing board include establishing broad institutional policies, securing financial resources to support adequately the institutional goals, and selecting the chief executive officer.
___	___	13. The governing board has in place proper procedures to ensure that the board is adequately informed about the financial condition and stability of the institution.
___	___	14. The governing board is not subject to undue pressure from political, religious or other external bodies.
___	___	15. The institution maintains a clear distinction, in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Official Policies (5.1.4)

YES	NO	
___	___	16. The institution publishes official documents which contain, but are not limited to, the following information: the duties and responsibilities of administrative officers, statements governing tenure or employment security, statements governing due process, and other institutional policies and procedures that affect the faculty, the administrative staff and other personnel.

Separately Accredited Units (6.1.5)

YES	NO	
___	___	⑰ The institution is able to document that it has notified the Executive Director of the COC that an off-campus unit is seeking separately accredited status and that it has obtained all necessary approvals from state agencies.

Administrative Organization (6.1.6)

YES	NO	
___	___	⑱ The institution's administrative organization reflects the purpose and philosophy of the institution and enables each functional unit to perform its particular responsibilities as defined by the stated purpose of the institution.
___	___	⑲ The institution publishes an organizational chart which delineates clearly the lines of responsibility and authority in the institution. The institution identifies specific administrative responsibility and authority for all educational offerings and functions of the institution.

6.2 INSTITUTIONAL ADVANCEMENT

YES NO

____ ____ 20. The programs under institutional advancement directly relate to the purposes of the institution and have the support of the governing board, administration, faculty, staff, student body, friends and alumni.

Publications (6.2.2)

YES NO

____ ____ 21. Publication policies regarding institutional advertising, student recruitment, and representation of accreditation status exhibit integrity and responsibility.

____ ____ 22. The content and design of publications produced and distributed by the institution accurately reflect the institution and give rigorous attention to the principles of good practice.

6.3 FINANCIAL RESOURCES

Financial Resources (6.3.1)

YES NO

____ ____ ㉓. The institution possesses sufficient financial resources to support all of its programs.

____ ____ 24. The recent financial history of the institution demonstrates the financial stability essential to the successful operation of the institution.

Organization for the Administration of Financial Resources (6.3.2)

YES NO

____ ____ 25. The design of the business office organization is consistent with the purposes of the institution, the size of the institution, and the volume of transactions of a business or financial nature.

____ ____ 26. The chief executive officer reports regularly to the governing board on the financial and business operations of the institution.

Budget Planning (6.3.3)

YES NO

*____ ____ 27. The institution has an appropriately detailed annual budget.

*____ ____ 28. The budget's preparation and execution is preceded by sound educational planning.

____ ____ 29. The chief executive officer presents the budget via proper channels to the governing board for final approval.

Budget Control (5.3.4)

YES NO

____ ____ 30. The institution maintains a system of budget control.

____ ____ 31. The accounting officer renders periodic interim budget statements to department heads.

____ ____ 32. Budgetary control is the responsibility of the administration.

____ ____ 33. The institution, when actual conditions require, revises the budget and communicates the nature of the changes to those affected within the institution.

Relation of an Institution to External Control (6.3.5)

YES NO

___ ___ 34. Once funds have been appropriated, the institution, operating under the jurisdiction of the governing board and subject to its policies, is responsible for budget making, establishment of priorities, and the control of expenditures.

___ ___ 35. Financial officials outside the institution do not use budgetary techniques nor other controls to control the educational function of the institution.

Accounting, Reporting and Auditing (6.3.6)

YES NO

___ ___ 36. The institution's accounting system follows the generally accepted principles of institutional accounting as they appear in College and University Business Administration. If exempted from use of the required accounting system due to state regulations, the institution provides comparable information.

___ ___ 37. The chief business officer is responsible for preparing financial reports for appropriate institutional officials, board officers, and outside agencies.

___ ___ 38. The chief executive officer of the institution receives periodic written financial reports.

___ ___ 39. Competent certified public accountants, or an appropriate governmental auditing agency, conduct an annual fiscal year audit and produce a certified report. (See Criteria for exceptions)

___ ___ 40. The auditors are not directly connected with the institution either personally or professionally.

Purchasing and Inventory Control (6.3.7)

YES NO

___ ___ 41. Purchasing is centrally maintained.

Refund Policy (6.3.8)

YES NO

___ ___ 42. The institution adheres to a published policy and procedure for the refunding of fees and charges to students who withdraw from enrollment.

___ ___ 43. The refund policy and procedures meet generally accepted refund practices in the higher education community, applicable to all students, and clearly stated in appropriate official publications.

Cashiering (6.3.9)

YES NO

___ ___ 44. The institution provides a suitable organization and adequate procedures for the management of all funds belonging to the institution.

___ ___ 45. The business office is responsible for a centralized cashiering function and the office maintains a system for the receipt, deposit, and safeguarding of institutional funds.

___ ___ 46. The institution requires that all persons handling institutional funds be bonded.

Investment Management (6.3.10)

YES NO

____ ____ 47. The board approves a written statement of the institution's investment policies and guidelines.

6.4 PHYSICAL RESOURCES

YES NO

____ ____ ㊽ Physical resources, including building and equipment used both on-campus and off-campus, are adequate to serve the needs of the institution in relation to its stated purpose, programs and activities.

Space Management (6.4.1)

YES NO

____ ____ 49. Space allocated to any institutional function is adequate for the effective conduction of that function.

Building, Grounds and Equipment Maintenance (6.4.2)

YES NO

*____ ____ 50. The institution maintains a plan for the upkeep of its property.

*____ ____ 51. The institution maintains the plan on an annual basis.

Safety and Security (6.4.3)

YES NO

____ ____ 52. The institution provides a healthful, safe and secure environment for all members of the campus community.

____ ____ 53. The institution provides administrative responsibility for environmental health and safety programs.

*____ ____ 54. The institution maintains and regularly evaluates a comprehensive safety plan.

Facilities Master Plan (6.4.4)

YES NO

*____ ____ 55. The institution maintains in writing a current facilities master plan that provides for the future orderly development of the institution.

6.5 EXTERNALLY FUNDED GRANTS AND CONTRACTS

YES NO

____ ____ 56. Policies related to externally funded grants and contracts ensure conformity of this activity to the stated purposes of the institution, provide an appropriate balance between this type of activity and instruction, and guarantee institutional control of the administration of research projects.

____ ____ 57. The institution preserves the researcher's freedom to investigate and report results.

____ ____ 58. The institution maintains a clear policy concerning a faculty member's division of obligation to research and to other academic activities.

YES	NO	
____	____	59. The institution informs its faculty and publishes this policy and all other such policies in documents such as the faculty handbook.
____	____	60. When accepting funds from outside agencies, the institution maintains control of its policies which govern research and instruction.
____	____	61. The institution safeguards its prerogative to control its own activities.
____	____	62. The acquisition of research contracts and grants does not endanger continuity of support for general institutional activities.

Approved EXECUTIVE COUNCIL: 6/85
REVISED: 7/85, 1/86, 1/87, 3/88, 12/88

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